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ABSTRACT

This guidebook provides assistance in replicating jobs for persons with disabilities. Section One introduces the volume's format and briefly analyzes special training, job accommodations, and financial incentives for hiring employees with disabilities. Section Two contains descriptions of 53 jobs held by individuals with disabilities. The jobs are organized into four major employment categories: industrial, service, clerical, and managerial, representing entry, middle, and upper level jobs in each category. These jobs can be performed by persons with many different types of disabling conditions and levels of severity. Each job description specifies the type of job; disability of the person performing the job; job information such as specific duties, physical demands, wages, etc.; and company information. Section Three identifies strategies for developing effective partnerships between employers and persons with disabilities, focusing on the creation of local employment committees. Section Four describes eight successful partnerships with employers, including "Projects with Industry," corporation training programs, school collaborations, supported employment programs, and national associations. The volume concludes with a list of resources and a job replication form. (JDD)

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JOBS

REPLICATING JOBS IN BUSINESS & INDUSTRY FOR PERSONS WITH DISABILITIES

Volume 5

Vocational Studies Center
School of Education • University of Wisconsin–Madison

EC 213556

BEST COPY AVAILABLE

VOLUME FIVE

Replicating Jobs In Business and Industry for Persons with Disabilities

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October, 1988

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Section I

Catalog Purpose and How to Use

Purpose

Volume Five in the series on Replicating Jobs in Business and Industry for Persons with Disabilities emphasizes the role of partnerships in the replication of jobs for persons with disabilities. Job replication is defined as identifying a job that a person with a disability performs in a business or industry and replicating that job in another business or industry for a person with a disability.

It is important for people with disabilities to have role models that will help raise their vocational aspirations and expectations. Exemplary employment models are needed by teachers, counselors, job placement personnel and employers who work with people who have disabilities. Each job described in Section Two is performed by a specific person with a disability. The jobs are organized into four major employment categories: industrial, service, clerical and managerial. Readers should not conclude that such jobs are the only ones that persons with similar disabilities could perform, although these jobs might be replicated for persons with similar disabilities. Each description can be used to stimulate thinking about additional jobs that persons with disabilities could perform. Keep in mind that the key factors in matching jobs to persons with disabilities are a person's interests, abilities and aspirations.

The job descriptions in this publication are cross referenced by disability and job title. These jobs are performed by persons with many different types of disabling conditions and levels of severity. Jobs included in this publication show that persons with disabilities, even severe disabilities, can work full time, receive employment benefits and achieve vocational independence.

Section Three of this publication identifies strategies for developing effective partnerships for persons with disabilities. Eight model partnerships are identified and described in Section Four. Resources for developing successful partnerships are provided in Section Five.

The information on each job description in this catalog was provided by employers, employees who are disabled, job placement specialists and other interested persons. The Jobs Replication Form used to obtain information on job descriptions in this catalog can be found in Appendix A. Please see Appendix B for information on how you can help us obtain additional descriptions of jobs that persons with disabilities are performing in business and industry.

Job Description Format

Each job description specifies the type of job, disability of the person performing the job and five areas of job information.

1. Company Information	company name and description, number of employees, and the name of a person to contact for more information;
2. Job Requirements	academic credentials, work experience, examinations and other job requirements;
3. Job Information	wages, benefits, work schedule, work setting, probationary period, employment history, narrative description, physical demands, physical activities performed, environmental conditions, special conditions, standard training period and standard amount of supervision;
4. Significant Duties	leadership/administrative/managerial tasks in the areas of problem solving/reasoning, computers, mathematics, writing, reading, communication, manual/perceptual tasks and other significant duties or job features;
5. Special Considerations	limitations, special training, job accommodations, personal strengths and financial incentives for hiring, services provided by the school or service provider, and other job replication factors.

How to Use this Volume

The job descriptions can be used by persons with disabilities, special and vocational educators, rehabilitation counselors, job placement and job development specialists, employers, and others. Listed below are some ideas of how specific groups and individuals can use the job descriptions to enhance their partnership activities and employment for persons with disabilities.

Persons with Disabilities

1. Provide direction about specific job areas.
2. Help secondary and postsecondary students be aware of specific job requirements, duties and conditions.
3. Use when planning a course of study at the secondary or postsecondary level.
4. Help identify skills and interests.
5. Use as an incentive for training, promotion or to expand knowledge about successful employees.
6. Expand thinking about what jobs successful people with disabilities are doing in business and industry.
7. Use as a reference during the job search process.

8. Use to inform prospective employers about needed accommodations.

9. Use to identify agencies which might supply support services or assist in obtaining a job.

10. Stimulate thinking about career changes and job advancement.

Special and Vocational Educators

1. Use as examples in a career development curriculum.

2. Use as a tool to develop on the job training sites.

3. Use with students in individual counseling sessions to help them become aware of their potential.

4. Use to show students the diversity of jobs which people with disabilities perform.

5. Supplement career information systems.

6. Use in the preservice and inservice training of regular teachers in order to expand their thinking about the range of jobs that students with disabilities might perform.

7. Use with employers in discussing the capabilities of students with disabilities.

8. Use as a base for replicating specific jobs in local businesses.

9. Use to compare similar job titles but different duties.

10. Use with parents to stimulate realistic vocational goals for their son or daughter.

Job Placement and Job Development Specialists

1. Use to stimulate and expand thinking about job possibilities for persons with disabilities.

2. Use to replicate a specific job for an interested person who is disabled.

3. Use with employers to establish credibility that the specific job is being performed by a person who is disabled in a similar place of business.

4. Use as a guide to match skills with possible jobs.

5. Use in staff development training.

6. Use to supplement and reinforce a job matching program.

7. Use to find or develop similar jobs in the local community.

8. Use the contact persons as additional resources.

9. Use as a guide on job accommodations to maintain an employee on the job.

10. Use as a model for developing additional job descriptions.

Employers

1. Review for ideas on job accommodations that other employers have made for persons with disabilities.

2. Review to stimulate thinking about jobs that persons with disabilities might perform in employer's company.

3. Use in company training programs and internal publications to relieve employee anxieties about the performance capabilities of persons with disabilities.

4. Use to replicate a job which exists in a similar work situation in another company or another location of the same company.

Guidance Counselors

1. Use as examples during individual and group counseling to encourage students with disabilities to develop and use their educational and employment potential and to expand their career interests.

2. Use as role models to show what others are doing.

3. Use to help students with disabilities set goals for education and employment.

4. Distribute to other staff members in order to increase their awareness of the employment possibilities for students with disabilities.

5. Use in conjunction with computer assisted counseling programs.

Teacher Educators

1. Provide examples to prospective teachers in order to expand their thinking about jobs that their students are capable of performing.

2. Use as an inservice tool to stimulate and expand the thinking of teachers and administrators as to the jobs that students with disabilities can and are performing.

3. Use as a guide to learn about accommodations that employers have made for persons with disabilities.

4. Review the jobs being performed by persons with disabilities to gain insight into possible revisions needed in the teacher education program.

Parents

1. Study the contents in order to stimulate thinking about possible jobs for which their disabled son or daughter may prepare.

2. Use in the development and implementation of the IEP and as an aid in the school to work transition.

3. Use as a discussion tool to help their son or daughter in selecting courses needed to achieve education and career goals.

4. Stimulate job leads and opportunities for the teacher or job developer.

5. Use as a source of information on jobs and duties performed by persons with disabilities.

6. Use as a reference on how job accommodations are used to maintain an employee on the job.

Dictionary of Occupational Titles

The DOT numbers assigned to the job descriptions are from the Dictionary of Occupational Titles, Fourth Edition (1977) and Supplements (1982, 1986). These editions contain approximately 20,000 jobs based on more than 75,000 onsite analyses conducted from 1965 to mid 1970s and on extensive contacts with professional and trade associations.

Background Information on the DOT[1]

The Dictionary of Occupational Titles is an outgrowth of the needs of the public employment service system for a comprehensive body of standardized occupational information for purposes of job placement, employment counseling and occupational and career guidance, and for labor market information services. In order to implement effectively its primary assignment of matching jobs and workers, the public employment service system requires a uniform occupational language for use in all of its offices. This is needed to compare and match the specifications of employer job openings and the qualifications of applicants who are seeking jobs through its facilities.

The Occupational Code Number

The first item in the DOT occupational definition is the nine-digit occupational code. In the DOT occupational classification system, each set of three digits in the nine-digit code number has a specific purpose or meaning. Together, they provide a unique identification code for a particular occupation.

[1]U.S. Department of Labor (1977). Dictionary of Occupational Titles. Washington, D.C., Employment and Training Administration.

The first three digits identify a particular occupational group. All occupations are clustered into one of nine broad "categories". The nine primary occupational categories are listed below:

1. Professional, Technical, and Managerial Occupations,
2. Clerical and Sales Occupations,
3. Service Occupations,
4. Agricultural, Fishery, Forestry, and Related Occupations,
5. Processing Occupations,
6. Machine Trades Occupations,
7. Bench Work Occupations,
8. Structural Work Occupations,
9. Miscellaneous Occupations.

The second digit refers to a division within the category. The third digit defines the occupational group within the division.

The middle three digits of the DOT occupational code are the worker functions ratings of the tasks performed in the occupation. Every job requires a worker to function to some degree in relation to data, people, and things. A separate digit expresses the worker's relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers in these three groups while functions which are less complicated have higher numbers.

The last three digits of the occupational code number indicate the alphabetical order of titles within six-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two can have the same nine digits.

These nine digits provide each occupation with a unique code suitable for computerized operations.

Evidence of Partnerships through the Job Descriptions

Job descriptions included in this publication have been developed through various types of partnerships with employers. An analysis of these descriptions follows.

Key demographic factors

1. Fifty-three jobs are located in 30 different states and Puerto Rico.
2. Four major job classifications are represented: industrial, service, clerical, and managerial.
3. Three levels of jobs (entry, middle, and upper) are represented in each of the four classifications.

4. A wide range of salaries, fringe benefits, job duties, and working conditions are contained in the job descriptions.

5. Eighteen different disability areas with a wide range of severity levels are represented by the job holders.

6. Company size, based on number of employees, ranged from 1 to 100+. (See Figure 1.)

7. Length of employment of the employee with a disability was from one month to over 10 years. (See Figure 2.)

Figure 1
Size of Company and Number of Employees

Size of Company	Number of Job Descriptions
1-20	8
21-50	6
51-100	3
100+	36

Figure 2
Length of Employment with Company

Length of Employment	Number of Job Descriptions
1-6 months	14
6-12 months	4
1-2 years	10
2-5 years	10
5-10 years	10
over 10 years	2
New company	1
Information not provided	1

Financial Incentives

Using financial incentives to obtain/maintain a job is one of many ways to foster partnerships with employers. Employers, service providers, persons with disabilities, and others completing a Job Replication Form were asked the question: "Did you receive any financial support for hiring this employee? If yes, please describe." The job descriptions illustrate the increasing use of various incentives available to enhance employment of persons with disabilities. Twenty-five of the 53 job descriptions listed one or more incentives that helped the person with a disability obtain the job. Over 45% of the 500 jobs obtained in the three year national Jobs Replication Project conducted by the Vocational Studies Center identified financial incentives as part of hiring the employee with a disability. Figure 3 illustrates the financial incentives used to encourage hiring the person with a disability. Some job descriptions listed more than one incentive.

Figure 3
Financial Incentives for Employment

Financial Incentive Used	Number of Job Descriptions
None	28
Targeted Jobs Tax Credit (TJTC)	18
Job Training Partnership Act (JTPA)	3
On-the-job training wage subsidy	3
Division of Vocational Rehabilitation	1
Apprenticeship Program	1
Employment Resources Training Program	1
Goodwill Industries, Inc.	1

Special Training

The initial training period is a critical time for all workers. A cooperative and coordinated effort among the job placement agent, the employer and the employee with a disability is one of the major elements in a successful job and partnership.

Included in each job description in Section Two is a component describing special training that was required for the employee with a disability. In over 50% of the jobs described in Section Two special training was provided to obtain and/or maintain the employee on the job. Figure 4 presents the special training provided to employees with disabilities working in the four major job classifications. Information is given describing the training, who provided the training, and any special materials used.

Figure 4
Special Training

TYPE	PROVIDED BY	SPECIAL MATERIALS USED
Clerical		
Initial training	Community agency program director	
Demonstration	Employer	
Training during summer internship		Videotapes and training manuals
Computer classes	Employee self-instruction	
Two-hour special computer training	State instructor	Talking computer
Various assigned tasks	Lead purchasing clerk & lead payroll clerk	Alphabetical organizer
Training at worksite rather than company training site	Employer	
Periodic updating of basic technical skills and self-paced course work	Employer	Tapes
Independent living		
Industrial		
Weekly special training	Local technical college assistant	
Initial special training	Co-workers and supervisor	Templater and subassemblies
Special training first week and once per month	Connecticut sign interpreter	
Initial special training	Job coach from community agency	
Individual training for nine weeks		
Managerial		
Annual job orientation	Supervisor	
Special training on computer assisted engineering design systems	Employer	
Service		
Monthly seminars on job duties	Supervisor	
Ongoing special training, directions are reviewed and made specific for the employee	Program Coordinator	Task analysis techniques
Initial special instructions	Job coach	
On-site initial special training for five months on job duties	Job coach	
Ongoing training and supervision	Supported enclave supervisor	
Pre-employment special training	West Essex Rehabilitation Center Staff	
Special training for first few weeks and when new tasks are assigned	Manager	

Job Accommodations

A major aspect of successful employment and partnerships between the employer, service provider and the person with a disability is working out a method for the employee to perform the job. Job accommodations for persons with disabilities come in a wide variety of types, costs, and involvement. The job descriptions in Section Two illustrate the diversity and scope of accommodations that are used to obtain employment for persons with various disabilities. Forty-two (78%) of the jobs listed one or more job accommodations for successful employment. Twelve percent of the employees did not require any accommodations to start or maintain the job.

Figure 5 shows the type, provider and cost of the job accommodations in the job descriptions found in this publication. The accommodations are listed in the following categories:

. Job Placement/Followup,
. Job Coaching,
. Supervision,
. Job Restructuring,
. Schedule,
. Job Tasks,
. Personal Assistance,
. Aids and Devices,
. Equipment,
. Worksite,
. Building,
. Transportation,
. Counseling,
. Other.

The majority of the accommodations were provided by the employer or service provider. The cost of the job accommodation, if any, is stated in approximate dollars spent or additional staff/employer time needed.

Figure 5
Job Accommodations

Type of Accommodation	Provided By	Costs/Staff
Job Placement/Followup		
Job counseling/followup	Association for Retarded Citizens (ARC)	
Job placement services	Special services cooperative	$100
Job placement/followup services	Community agency	2 hrs placement 1/3 hrs/mo
Followup services	Community agency	
Placement/followup services	State VR interpreter	
Followup services	Rehabilitation agency	
Daily monitoring and encouragement	Community agency	5 hrs 1st wk
Job Coaching		
Work initially monitored	Goodwill Inc.	1 hr/wk
Full time job coach	Rehabilitation facility	4-6 mo
Initial job coach	Special services cooperative	$300
Job coaching	Supported work agency	7-9 wks
Work adjustment training to learn duties	Community agency	
Initial and ongoing training	Rehabilitation agency	40 hrs/wk
Pre-employment training, role playing and job coaching	Rehabilitation agency	5 hrs/wk
Supervision		
Increased supervision to improve production	Employer	
Additional supervision	Program coordinator	
Additional supervision for new duties	Employer	
Close supervision	Employer	20 hrs
Job Restructuring		
Job duties modified	Employer	
New job position at same pay level	Employer	
Additional time allowed to meet data entry standard	Employer	
Staff team members perform tasks req mobility	Employer	
Schedule		
Fixed work schedule - M-F only (no holidays)	Employer and agency	
Flexible 5.5 hours work shifts for physical strength	Employer	
Work schedule based on available transportation	Family	
Modified work schedule for work capability	Employer	6 hrs/day, 5 days/wk

- continued -

Figure 5, contd.

Type of Accommodation	Provided By	Costs/Staff
Job Tasks		
Job demonstrations	Employer	
Supply stocking-no counting	Employer	6 hrs/wk 1st mo
Higher level reading tasks	Supervisor	
Assigned to janitorial duties when machine down times	Supervisor	No cost
Parts testing	Co-worker	
Mobility tasks (snow shoveling maintenance, filing, telephoning)	Supervisor	
Dump truck driven	Co-worker	
Personal Assistance		
Interpreter hired	Employer	$15/hr
Interpreter for training period	Employer	$800
Interpreter for orientation	State vocational rehabilitation	
Interpreter for meetings	Employer	$20/hr
Interpreter for communicaion and personal assistance	State agency	120 hrs
Aids and Devices		
Step ladder	Employer	
Data entry terminal keyboard with left side number pad	Employer	
Voice synthesizer installed in computer terminal	Employer	$6,000
Device to hold phone receiver	Employer	
Braille writer/tape recorder	State vocational rehabilitation	$200
Index cards, notebook for writing, directions in braile	Employer	
Bell on work desk used when work is completed	Employer	No cost
TDD device installed	Employer	$250
Equipment		
Janitorial equipment modified for short stature	Employer	10-12 hrs
Computer keyboard raised	Employer	
Benches raised for wheelchair	Employer	10 min
Work table modified for reach	Employer	$100
Talking computer installed	Employer paid for computer State blind services paid for talking device	
Desk, table, work station with lifters for wheelchair	Employer	$700
Electric wheelchair used	Employee	
Desk raised for wheelchair	Employer	
Air power equipment, hydraulic lift, motorized conveyor to supplement strength	State vocational rehabilitation	$5,000

- continued -

Figure 5, contd.

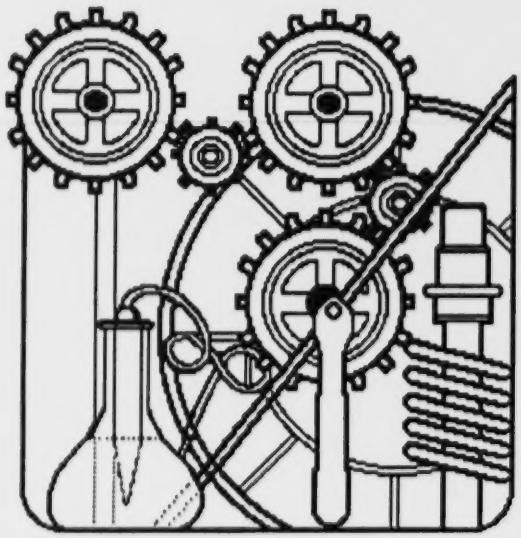
Type of Accommodation	Provided By	Costs/Staff
Worksite		
Special office arranged	Employer	
Placed in accessible building	Employer	
Additional lighting and heat installed	Employer	
Rearranged for leader dog	Employer	
Office moved and walls lowered for interaction	Employer	$200
Doors widened, and time clock height adjusted	State vocational rehabiltation	$500
Desk and chair designed as work area for identity	Employer	
Building		
City designated handicapped parking space near entrance	Employer	2 hrs staff time
Building ramp and accessible bathroom	Employer	
Ramp built to work platform for wheelchair	Employer	$750
Bathroom made accessible	Employer	10 hrs remodeling time
Bathroom made accessible	Landlord	
Ramps built, accessible bathroom	State vocational rehabilitation	$6,500
Transportation		
Daily to and from work	ARC	
Bus ride training	Rehabiliation facility	
Uses bus instead of parents	City	$.60 RT-SP RT
To and from work	Family	
Arranged for employee	Agency	
With co-worker	Co-worker	No cost
Hand controls in employee's car	Employee	
Counseling		
Family counseling	Rehabilitation facility	
Counseling for independent living skills	Agency	
Career counseling	Employer	
Personal counseling	Employer and guardian and social worker	
Career counseling	Vocational rehabilitation counselor	1 hr/wk
Other		
Co-worker assists during emergency situations	Employer	
Co-workers speak slowly, clearly and directly to person	Co-workers	
Sign language classes for co-workers, employer and supervisor during work hours	Vocational rehabilitation	
Classroom for tax preparers	Rehabilitation research center	
Job instructions written	Co-worker	
Sign language for co-workers	Agency interpreter	
Assigned to work crew for emergency purposes	Employer	
Sign language learned by co-workers	Employer	$60

Section II

Job Descriptions

Indicates a new job description.

INDUSTRIAL



APPRENTICE CABINETMAKER

LEARNING DISABILITY - DYSLEXIA

D.O.T. #660.280-014

Company Information

Company Name
T. J. Hale Company
12833 West Glendale Avenue
Butler, WI 53007

Description of Company
Manufacturer of custom cabinets, store fixtures, and display cases for major chain stores.

Number of Employees
46 total company

For more information, contact
J. Reed Felton, Vice President
(414) 781-8989

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 18 minimum, driver's license

Job Information

Wages
$9.01 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5+ days a week, 8+ hours a day
6:00 a.m. to 4:30 p.m.

Work Setting
Woodworking shop

Probationary Period
None

Employment History
1.7 years with company
2 months in this position

Narrative Description
Cuts wood; assembles cabinets; and applies paint or stain and varnish to completed cabinet.

Physical Demands
30% light work, 70% heavy work

Physical Activities Performed
Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, sense of touch, finger dexterity

Environmental Conditions
Dust, odors, noise, mechanical hazards, moving objects

Special Conditions
High rate of production
Precision/quality
High level of stress

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
180 weeks

Standard Amount of Direct Supervision
Minimal

APPRENTICE CABINETMAKER

LEARNING DISABILITY - DYSLEXIA

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Summarize and draw conclusions

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- Complete forms accurately (time cards)

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (spray gun and other wood-working hand tools and equipment)
- Operate machine(s) (belt sanders, table saw, routers, planers)
- Operate job-related power tool(s) (sanders, staple guns, paint sprayers, drills)

Special Considerations for This Worker

Limitations
- Reading, writing

Special Training
- Special training provided weekly by local technical college assistant.

Job Accommodations
- None

Personal Strengths
- Willing to learn and progress
- Excellent memory
- Hard worker
- Prompt

Financial Incentives for Hiring
- One half of first six months' wages paid by Apprenticeship Program.

Other Job Replication Factors
- Employers should show understanding in supervising the employee.

ASSEMBLER II

BLINDNESS

JOBS

D.O.T. #726.684-034

Company Information

Company Name
Digital Equipment Corporation
5600 Kircher Blvd., Northeast
Albuquerque, NM 87103

Description of Company
Manufacturer of modules, computer systems and cables.

Number of Employees
630 this site

For more information, contact
Joe Mercandante
Personnel Department
(505) 345-3311

Requirements of This Job

Academic Credentials Required
Classroom training once hired

Work Experience Required
Class part identification (1 year) and color code knowledge (1 year) preferred.

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$6.85 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
Information not provided

Narrative Description
Crimps approximately 15 wires on both ends; assembles parts on metal plate mechanically; routes wires point to point; and torques required parts.

Physical Demands
75% sedentary, 15% light work, 10% medium work

Physical Activities Performed
Push, pull, reach, crouch, sit, turn, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Comfortable

Special Conditions
High rate of production
Precision/quality

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
40 hours

Standard Amount of Direct Supervision
Minimal

ASSEMBLER II

BLINDNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- Access data from computers
- Works with dec-talk machine

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)
- Operate job-related power tool(s)
- Use keyboard skills
- Harnessing wires

Special Considerations for This Worker

Limitations
- Low frustration tolerance, lack of work situation only, vision, work with certain machinery, following written directions

Special Training
- Initial special training provided by coworkers and supervisor using templater and subassemblies.
- Employee received a certificate upon completion of the special training.

Job Accommodations
- Parts testing performed by coworker to accommodate employee's visual ability.

Personal Strengths
- Persistent
- Energetic
- Willing to try all jobs

Financial Incentives for Hiring
- None

ELECTRONIC ASSEMBLER

DEAFNESS, LIMITED SPEECH

D.O.T. #726.684-018

Company Information

Company Name
Diagnostic Testing Lab
8815 East Avenue
Mentor, OH 44060

Description of Company
Electronic engineering and manufacturing services.

Number of Employees
25 total company

For more information, contact
Marcia M. Tolles, Area Coordinator
(216) 951-2527

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Soldering and assembly preferred (6 months to 1 year).

Examinations Required
None

Other Job Requirements
Age 16 minimum

Job Information

Wages
$4.35 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Life and medical insurance offered

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
3 years with company
3 years in this position

Narrative Description
Assembles printed circuit boards; performs hand soldering; and mechanically assembles securing nuts and bolts.

Physical Demands
98% sedentary, 2% light work

Physical Activities Performed
Reach, sit, see, color vision, sense of touch, finger dexterity

Environmental Conditions
Dust

Special Conditions
None

Work Group
Small group

Standard Training Period
7 days

Standard Amount of Direct Supervision
Minimal

ELECTRONIC ASSEMBLER

DEAFNESS, LIMITED SPEECH

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- Write legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- None

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Interactions with coworkers, hearing, speaking

Special Training
- None

Job Accommodations
- Written job instruction provided by coworkers to accommodate employee's communication ability.

Personal Strengths
- Stays on task
- Works efficiently
- Above average accuracy
- Takes direction/constructive criticism well

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- The supervisor should know sign language.

GRINDER

DEAFNESS

D.O.T. #603.685-062

Company Information

Company Name
Alcumet
750 East Industrial Drive
Manchester, NH 03103

Description of Company
Casts and finishes metal parts for manufacturers.

Number of Employees
50 total company
15 this site

For more information, contact
Susan Hilchey, Resource Developer
(603) 624-0600

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.67 per hour

Benefits
Paid holidays
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
None

Employment History
1 month with company
1 month in this position

Narrative Description
Operates sander to produce a fine finish on metal parts; and uses a variety of machines to complete the finishing process.

Physical Demands
69% sedentary, 10% light work, 20% medium work, 1% heavy work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, finger dexterity

Environmental Conditions
Dust, odors, noise, mechanical hazards

Special Conditions
High rate of production
Precision/quality

Work Group
Small group

Standard Training Period
5-10 days and by company lead person

Standard Amount of Direct Supervision
Moderate

GRINDER	DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- Write legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s) (large finishing machines)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Hearing

Special Training
- Employee entered permanent employment and received a wage increase upon completion of the training period.

Job Accommodations
- Daily monitoring and encouragement from Tee, Inc. trainer to accommodate employee's need for job support (5 hours for 1 week).
- Interpreter provided to accommodate employee's communication ability.
- Career counseling provided by vocational rehabilitation counselor to assist emloyee with career planning (1 hr./wk.).

Personal Strengths
- Perfect attendance
- Follows instructions
- High rate of productivity

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

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LAB TECHNICIAN

DEAFNESS

D.O.T. #976.685-014

Company Information

Company Name
Northeast Color Lab
449 Putnam Avenue
Hamden, CT 06514

Description of Company
Photofinisher, film processor and printer for individuals and businesses.

Number of Employees
14 total company
14 this site

For more information, contact
Paul Berendsohn, General Manager
(203) 281-7229

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$5.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting
Light industry

Probationary Period
2 months

Employment History
Approximately 1 year with company
Approximately 1 year in this position

Narrative Description
Operates and maintains variety of processing machines; sorts incoming orders; inspects finished orders; and maintains inventory of supplies.

Physical Demands
50% sedentary, 50% light work

Physical Activities Performed
Reach, sit, turn, see, color vision, sense of touch, finger dexterity

Environmental Conditions
Odors, mechanical hazards, moving objects, chemical hazards

Special Conditions
Precision/quality
Distracting conditions
High level of stress (deadlines, etc.)

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Minimal

LAB TECHNICIAN

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Follow mixing instruction

Writing Tasks
- None

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Use appropriate vocabulary and grammar
- Report accurately what others have said
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Hand work
- Tend machine(s) (film and paper processors)
- Operate machine(s) (film and paper processors)
- Set up machine(s)

Special Considerations for This Worker

Limitations
- Limited stamina, hearing, speaking, following spoken directions

Special Training
- Special training provided by state of Connecticut sign interpreter the first week and gradually decreasing to once per month. A wage increase was given to the employee upon completion of the special training.

Job Accommodations
- A sign interpreter provided by the state agency for employee communication and personal assistance (120 hrs.).
- Close supervision provided by the employer to accommodate employee's additional support needs (20 hrs.).

Personal Strengths
- Follows instructions accurately and promptly
- Cooperates with fellow workers
- Manages own time efficiently

Financial Incentives for Hiring
- Targeted Jobs Tax Credit, On-the-Job Training wage subsidy

Other Job Replication Factors
- Employers should demonstrate patience, provide initial close supervision, explain tasks carefully, and ensure understanding of job directions.

LUMBER GRADER

MULTIHANDICAPS - LEARNING DISABILITY, EMOTIONAL DISABILITY

D.O.T. #922.687-074

Company Information

Company Name
Pope & Talbot Company
Spearfish, SD 57783

Description of Company
Sawmill

Number of Employees
600 total company
400 this site

For more information, contact
Robert Markve, Assistant Director
(605) 347-4467

Requirements of This Job

Academic Credentials Required
None

Work Experience
Preferred

Examinations Required
Physical, hearing, vision

Other Job Requirements
Dress code, boots

Job Information

Wages
$6.00 per hour

Benefits
Paid vacation
Paid sick days
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:00 p.m.

Work Setting
Sawmill

Probationary Period
30 days

Employment History
1 month with company
1 month in this position

Narrative Description
Labels lumber according to 9 grade levels; and stocks marked lumber in correct location.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, depth perception, sense of touch, carrying

Environmental Conditions
Dust, odors, noise

Special Conditions
High rate of production

Work Group
Small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Minimal

LUMBER GRADER

MULTIHANDICAPS - LEARNING DISABILITY, EMOTIONAL DISABILITY

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Analyze and synthesize information

Computer Tasks
- None

Mathematical Tasks
- Understand concepts of greater than and less than

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Tend machine

Special Considerations for This Worker

Limitations
- Acceptance of supervision, reading, writing, spelling, mathematics, following written directions

Special Training
- Job coach from community agency provided initial special training. Employee received a wage increase and entered permanent employment upon completion of the special training.

Job Accommodations
- Job placement provided by Black Hills Special Services Cooperative Agency to accommodate employee's job searching skill ($100 - paid by agency).
- Initial job coaching provided by agency to accommodate employee's learning/work style ($300 by agency).
- Transportation for work arranged by employee to accommodate lack of a driver's license (paid by employee).
- Counseling provided by agency case manager to accommodate employee's independent living skills.

Personal Strengths
- Physical strength
- Willingness to work
- Work ethic

Financial Incentives for Hiring
- JTPA

PIN SEAMER

PARAPLEGIA - USES WHEELCHAIR

D.O.T. #782.684-062

Company Information

Company Name
Wangner Systems Corporation
525 Piedmont Highway
Greenville, SC 29605

Description of Company
Manufacturer of cloth conveyor belts for papermaking machines.

Number of Employees
370 total company
370 this site

For more information, contact
Don Crews
Director, Staff Services
(803) 295-3000

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$9.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
None

Employment History
8 years with company
8 years in this position

Narrative Description
Connects finished clothing ends by hand weaving and/or looping.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High rate of production
High level of stress

Work Group
Small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

PIN SEAMER

PARAPLEGIA - USES WHEELCHAIR

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training
- None

Job Accommodations
- Work table modified by employer to accommodate employee's reach ($100).
- Ramp built to work platform by employer to accommodate employee's use of sheelchair ($750).

Personal Strengths
- Positive attitude
- Learns quickly
- Gets along well with others

Financial Incentives for Hiring
- None

PRODUCTION OPERATOR II

PHYSICAL HANDICAP - SURGICALLY REPAIRED WEBBING OF FINGERS

D.O.T. #609.685-018

Company Information

Company Name
Doerr Electric
103 Chamber Drive
Anamosa, IA 52204

Description of Company
Manufacturer of small electric motors.

Number of Employees
900 total company
127 this site

For more information, contact
Carol Atwood, Personnel Manager
(319) 462-4323

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$6.01 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Short term disability insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
90 calendar days

Employment History
9 years, 9 months with company
9 years, 9 months in this position

Narrative Description
Loads and unloads parts (approximately 12-18 lbs. each) on automatic overhead conveyor system; monitors electrical control panel to alert supervisor or maintenance personnel of warning lights; loads parts into boxes for shipment to stock or assembly; and maintains work area in safe, orderly manner.

Physical Demands
5% sedentary, 95% light work

Physical Activities Performed
Push, pull, reach, turn, see

Environmental Conditions
Moving objects

Special Conditions
High rate of production

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Moderate

PRODUCTION OPERATOR II

PHYSICAL HANDICAP - SURGICALLY REPAIRED WEBBING OF FINGERS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Writing Tasks
- Write legibly

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (mallet, on-off control buttons)

Other Significant Duties or Job Features
- Assists in training of other workers as assigned.

Special Considerations for This Worker

Limitations
- Handling, fingering

Special Training
- Employee entered permanent employment and received a wage increase upon completion of the standard training.

Job Accommodations
- Janitorial duties assigned when machine problems or lack of parts occur to accommodate dexterity limitations (no cost).

Personal Strengths
- Comprehends and remembers instructions
- Maintains steady production levels
- Good attendance

Financial Incentives for Hiring
- None

REPRODUCTION CLERK

DEAFNESS

D.O.T. #652.382-010

Company Information

Company Name
Martin Marietta Energy Systems, Inc.
Oak Ridge Gaseous Diffusion Plant
P.O. Box P
Oak Ridge, TN 37831

Description of Company
Primarily devoted to uranium enrichment.

Number of Employees
Approximately 16,000 total company
Approximately 2,500 this site

For more information, contact
Dave Rupert
Affirmative Action Coordinator
(615) 624-9218

Requirements of This Job

Academic Credentials Required
GED

Work Experience Required
One year work experience
Operation of printing equipment

Examinations Required
Physical, hearing, vision

Other Job Requirements
None

Job Information

Wages
Salaried (amount not provided)

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Personal Investment Account
Savings plan, including options of PIA 401K

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:15 p.m.

Work Setting
Production (office)

Probationary Period
6 months

Employment History
4 years with company
4 years in this position

Narrative Description
Operates bindery equipment to collate and bind brochures, reports, etc.; and performs preventive maintenance.

Physical Demands
25% sedentary, 25% light work, 50% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, sit, turn, see, color vision, depth perception, sense of touch, finger dexterity

Environmental Conditions
Dust, odors, noise, mechanical hazards, cramped quarters, electrical hazards, toxic conditions

Special Conditions
High rate of production
Precision/quality
High level of stress (deadlines, etc.)

Work Group
Large group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

REPRODUCTION CLERK

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Follow intent of oral directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
Hearing

Special Training
None

Job Accommodations
Employee assigned to work crew to accommodate emergency evacuation procedures.

Personal Strengths
Attitude
Knowledge
Understands directions

Financial Incentives for Hiring
None

Other Job Replication Factors
Employees who are deaf perform well in this work environment.

JOBS

SHRINK WRAP OPERATOR

MENTAL RETARDATION (DOWN'S SYNDROME)

D.O.T. #920.685-078

Company Information

Company Name
K & L Distributors, Inc.
6307 Artic Spur Road
Anchorage, AK 99518

Description of Company
Warehouse distributing alcoholic and non-alcoholic beverages.

Number of Employees
275 total company
100 this site

For more information, contact
Cathy Bertolini
Supported Work Project Manager
(907) 279-6617

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 21 minimum
Bondable

Job Information

Wages
$4.50 per hour

Benefits
Paid holidays
Worker's compensation
Additional benefits if more than 30 hours worked per week:
Paid vacation
Paid sick days
Pension
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 4-8 hours a day
8:00 a.m. to 2:30 or 4:30 p.m.

Work Setting
Warehouse

Probationary Period
3 months

Employment History
5 months with company
5 months in this position

Standard Amount of Direct Supervision
Moderate

Narrative Description
Removes product from box; cuts box down to tray size with box cutter; prepares product for shrink wrapping (sets up 2-6 packs of soda or assembles a rainbow pack); shrink wraps product in new package; performs quality control; and stacks finished product on palate by customer and product specifications.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, balance, stoop, turn, see, color vision, sense of touch, finger dexterity, stand

Environmental Conditions
Cold, dust, odors, noise, inadequate lighting, moving objects, burns (minor), sharp objects

Special Conditions
High rate of production at times
Distracting conditions
Variable production flow

Work Group
Works alone and in small group

Standard Training Period
5 days

SHRINK WRAP OPERATOR

MENTAL RETARDATION (DOWN'S SYNDROME)

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Quality control

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Stay on the topic in job-related conversations

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (box cutter, shrink wrap machine)
- Tend machine (shrink wrap machine)
- Operate machine (shrink wrap machine)
- Set up machine

Special Considerations for This Worker

Limitations
- Reading, writing, spelling, mathematics, speaking

Special Training
- Special individual training provided by job coach for 9 weeks. Employee may enter permanent employment and receive a wage increase at the end of the probationary period.

Job Accommodations
- Job placement and coaching provided by agency supported work project staff to accommodate employee's support needs (2 hrs. placement, 7-9 wks. coaching).
- Followup services provided by agency supported work staff to ensure employee's job success (minimum 1-3 hrs./mo.).
- Adequate lighting and heat installed by employer to accommodate employee's physical worksite needs.

Personal Strengths
- Works independently
- Productivity rate of 50-75% of company standard
- Recognizes needs and seeks assistance appropriately

Financial Incentives for Hiring
- Job Training Partnership Act and Targeted Jobs Tax Credit

Other Job Replication Factors
- Make sure your workers are compatible with the job and coworkers.

JOBS

TENONER OPERATOR

PARAPLEGIA - USES WHEELCHAIR

D.O.T. #669.382-018

Company Information

Company Name
Lamar Manufacturing, Inc.
1111 Air Park Road
P.O. Box 1248
Rhinelander, WI 54501

Description of Company
Mill work specializing in wood mouldings and paneling.

Number of Employees
10 total company
10 this site

For more information, contact
Lavern A. Marquardt, President
(715) 369-1999

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.00 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Seasonal status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
30 days

Employment History
New company

Standard Amount of Direct Supervision
Minimal

Narrative Description
Places random length pieces of wood in tenoner machine; activates machine; removes and checks finished product for quality; and places on pallet or conveyor.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, tur[illegible] see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Dry, dust (light), noise (moderate), mechanical hazards, moving objects

Special Conditions
High rate of production
Precision/quality
Distracting conditions
High level of stress (related to quality)

Work Group
Works alone

Standard Training Period
40 hours

TENONER OPERATOR

PARAPLEGIA - USES WHEELCHAIR

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Recognize the effects of changing quantity or quality of materials
Correct deficiencies
Devise new ideas and better work methods

Computer Tasks
None

Mathematical Tasks
Make and use measurements

Writing Tasks
None

Reading Tasks
Read technical information

Communication Tasks
Listen
Follow intent of oral directions

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Tend machine (tenoner machine)
Operate machine (tenoner machine)

Other Significant Duties or Job Features
Precision

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
The following provided by vocational rehabilitation (total cost $12,000):
Air power equipment, hydraulic lift, and motorized conveyor to supplement employee's physical strength.
Accessible worksite including wide doors, ramps, toilet facilities, and adjusted time clock height to accommodate employee's use of wheelchair.

Personal Strengths
Desire to work and be self-supporting
Reports to work on time
Cares about employer

Financial Incentives for Hiring
Division of Vocational Rehabilitation, On-the-Job Training wage subsidy

JOBS

TEST OPERATOR

DEAFNESS

D.O.T. #726.684-018

Company Information

Company Name
AVCO Electronic Textron
4807 Bradford Drive
Huntsville, AL 35805

Description of Company
Contract manufacturer for the electronics industry.

Number of Employees
700 total company
700 this site

For more information, contact
Roxanne Wysock
Supervisor Human Relations
(205) 837-6500

Requirements of This Job

Academic Credentials Required
Soldering/loading certificate

Work Experience Required
None

Examinations Required
Physical

Other Job Requirements
Age 18 minimum

Job Information

Wages
$3.50 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
90 days

Employment History
2 years with company
2 years in this position

Narrative Description
Loads parts onto a printed circuit board; solders parts to board; and tests finished product.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Maximal

TEST OPERATOR

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Low frustration tolerance

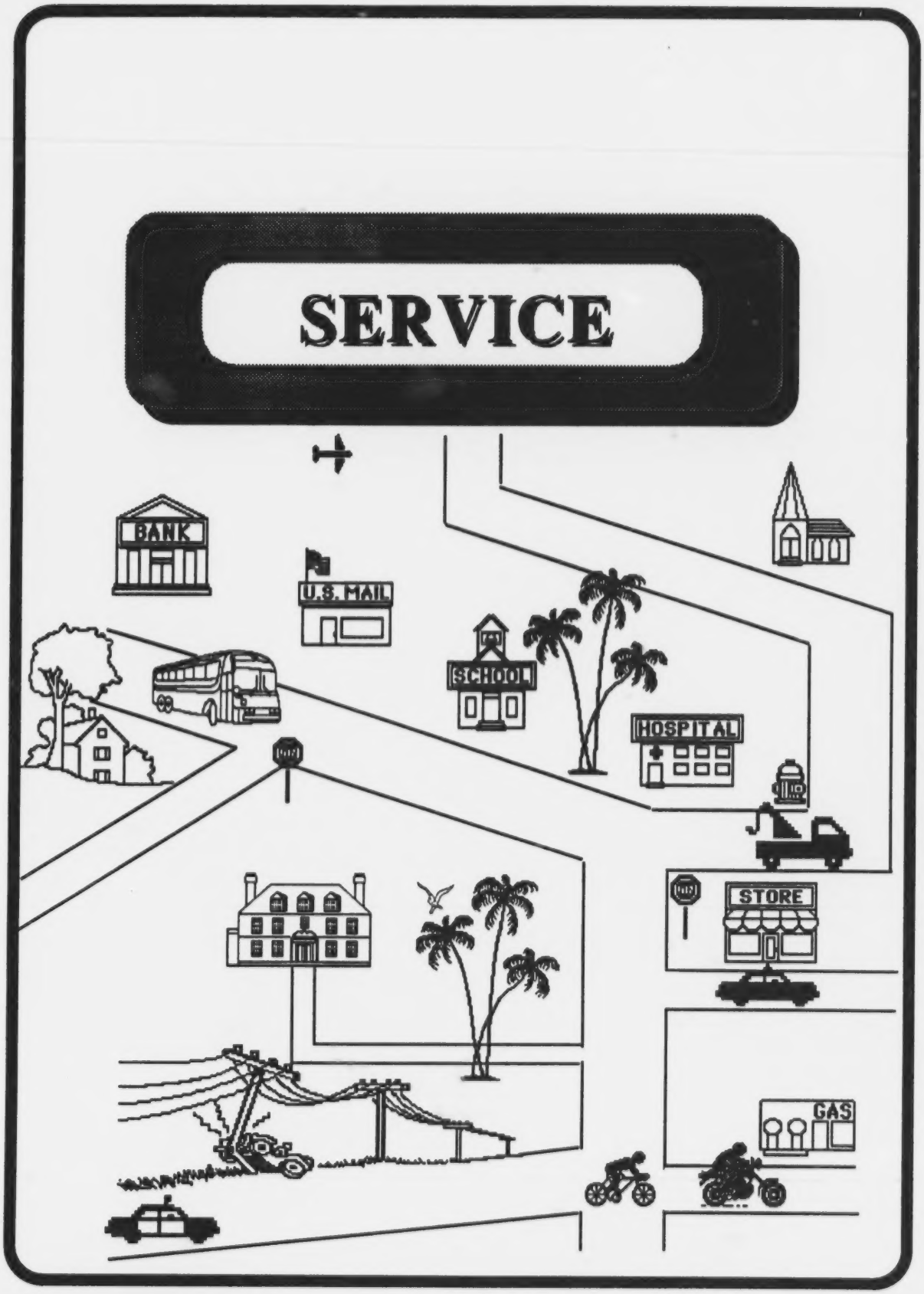
Special Training
- None

Job Accommodations
- Sign language training for coworkers provided by interpreter to accommodate employee's communication skills.

Personal Strengths
- Dedicated
- Cooperative
- Dependable

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- The employer must be a caring person willing to work with the individual with a disability.


SERVICE
BANK
U.S. MAIL
SCHOOL
HOSPITAL
STORE
GAS

ADULT SHELVER

PHYSICAL HANDICAP - BRAIN TUMOR

D.O.T. #249.367-046

Company Information

Company Name
Great Neck Library
Bayview Avenue at Grist Mill Lane
Great Neck, NY 11024

Description of Company
Public library

Number of Employees
160 total company
100 this site

For more information, contact
Mary B. Dehn
(516) 466-8055

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.65 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 5 hours a day
9:00 a.m. to 3:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
4.5 months with company
4.5 months in this position

Narrative Description
Arranges books; matches slips containing book titles and authors with books; puts books on carts; and sorts mail from other libraries into mail boxes.

Physical Demands
100% light work

Physical Activities Performed
Push, reach, stoop, sit, turn, see, hear

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone

Standard Training Period
5 days

Standard Amount of Direct Supervision
Moderate

ADULT SHELVER

PHYSICAL HANDICAP - BRAIN TUMOR

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Report accurately what others have said

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Work pace

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Dependable
- Accurate
- Friendly

Financial Incentives for Hiring
- On-the-Job Training wage subsidy (first 6 months)

ASSOCIATE PROFESSOR OF HISTORY

BLINDNESS

JOBS

D.O.T. #090.227-010

Company Information

Company Name
University of Northern Iowa
Cedar Falls, IA 50613

Description of Company
State university

Number of Employees
Approximately 600 faculty total company

For more information, contact
Robert F. Martin
Associate Professor
(319) 273-2338

Requirements of This Job

Academic Credentials Required
Doctorate

Work Experience Required
Previous teaching and publicating preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$2,890 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week

Work Setting
Office and classroom

Probationary Period
3 years prior to tenure

Employment History
6 years with company
3 years in this position

Narrative Description
Teaches and lectures history to college students; performs student evaluations; participates in committee work; and develops publications.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, hear, sense of touch, finger dexterity, walk

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one and in large group

Standard Training Period
Not applicable

Standard Amount of Direct Supervision
None

ASSOCIATE PROFESSOR OF HISTORY

BLINDNESS

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use keyboard skills

Computer Tasks
- Perform word processing for preparation of manuscripts/grade computation

Special Considerations for This Worker

Limitations
- Vision

Special Training
- None

Job Accommodations
- None

Personal Strengths
- None

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Be open-minded.

CENTRAL OFFICE TECHNICIAN

AMPUTEE - LEFT FOOT

D.O.T. #822.281-022

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company
75 this site

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
Physical, hearing, vision

Other Job Requirements
None

Job Information

Wages
$373 per week

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
2 months with company at time of of accident; to be returned to this position in approximately 1 month

Narrative Description
Tests special service telephone circuits (data and voice) using a computer testing system; locates circuit problems; assigns technicians to perform circuit repair and/or installation within specifications; and communicates with customers.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, hear, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Large group

Standard Training Period
Approximately 30 days

Standard Amount of Direct Supervision
Moderate

CENTRAL OFFICE TECHNICIAN

AMPUTEE - LEFT FOOT

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- Enter data into computers
- Access data from computers
- Directs computer to perform varied test functions

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Give clear oral instructions and directions

Manual Perceptual Tasks
- Eye-hand coordination
- Use job-specific hand tools and equipment
- Operate machine(s) (computer telephone circuit testing system, computer terminals)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Standing, walking

Special Training
- Employee receives certificate upon completion of the standard training.

Job Accommodations
- New job position at same pay level provided by employer to accommodate employee's change in mobility after non-work related accident.
- City designated handicap parking space near worksite obtained by employer to accommodate employee's mobility level (2 hours staff time).

Personal Strengths
- Determined
- Good technical skills
- Intelligent
- Good attendance

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Be open-minded; obtain upper management support; provide awareness training for employees and management staff.

CHEMICAL DEVELOPMENT TECHNICIAN III

MULTIHANDICAPS - POLIO (RIGHT KNEE), OBESITY

D.O.T. #559.382-046

Company Information

Company Name
The Upjohn Manufacturing Company
P.O. Box 11307
Barceloneta, PR 00617

Description of Company
Pharmaceutical manufacturer of antibiotics, sleep inducers, and analgesics.

Number of Employees
815 total company

For more information, contact
Hortensia Castillo
Manager Equal Employment Opportunity and Services
(809) 846-4900 Ext. 226

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
None

Examinations Required
Physical, hearing, vision

Other Job Requirements
Uniform

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Laboratory

Probationary Period
None

Employment History
7 years with company
7 years in this position

Narrative Description
Performs lab work under the general direction of a scientist; sets up and operates laboratory equipment and instrumentation required for chemical process experiementation; performs tests and assays; and tabulates and prepares operational and analytical data for evaluation by scientists.

Physical Demands
40% sedentary, 50% light work, 5% medium work, 5% heavy work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, sense of touch, finger dexterity

Environmental Conditions
Odors, burns, toxic conditions

Special Conditions
Cannot enter chemical plant building

Work Group
Small group

Standard Training Period
24 months

Standard Amount of Direct Supervision
Minimal

CHEMICAL DEVELOPMENT TECHNICIAN III

MULTIHANDICAPS - POLIO (RIGHT KNEE), OBESITY

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Evaluate for accuracy and completeness
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (chemical laboratory hand tools and equipment)
- Operate machine(s) (laboratory chemical testing machines)
- Set up machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
None

Special Training
None

Job Accommodations
None

Personal Strengths
Initiative
Enthusiastic
Planning and organizational skills

Financial Incentives for Hiring
None

CLIENT ADVOCATE

PHYSICAL HANDICAP

D.O.T. #045.107-010

Company Information

Company Name
Advocacy Services, Inc.
Suite 311, Medical Arts Building
12 and Marshall
Little Rock, AR 72202

Description of Company
Non-profit organization that ensures human and civil rights of people with disabilities.

Number of Employees
11 total company

For more information, contact
Nan Ellen D. East
Executive Director
(501) 371-2171

Requirements of This Job

Academic Credentials Required
Bachelor's degree
Master's degree

Work Experience Required
Work with people with disabilities and rehabilitation agencies.

Examinations Required
None

Other Job Requirements
Ability to travel

Job Information

Wages
$1,250 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
1 year with company
1 year in this position

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal

Narrative Description
Answers phone; counsels by phone, correspondence or in person; writes reports as needed; performs case management, public speaking and represents agency at meetings; attends staff meetings; travels in state and out of state to represent clients; and attends professional development meetings.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Travel required

Special Conditions
Precision/quality
Accessibility of the work place

Work Group
Works alone, one-to-one, and in small and large groups

CLIENT ADVOCATE

PHYSICAL HANDICAP

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors - via the executive director

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information
- Read reports/registration

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- None

Other Significant Duties or Job Features
- Counseling

Special Considerations for This Worker

Limitations

Spelling, lifting, carrying, standing, walking, kneeling, squatting, limited stamina

Special Training

None

Job Accommodations

Telephone aids provided by employer to accommodate the employee's ability to hold the receiver.

Desk raised by employer to accommodate employee's wheelchair access.

Bathroom made accessible by employer to accommodate wheelchair (10 hours remodeling time).

Personal Strengths

Communication skills
Personal experience and philosophy
Motivation

Financial Incentives for Hiring

None

Other Job Replication Factors

Employers should have a good attitude towards people, and perseverance.
Employers should be willing to make physical accommodations as needed.

COUNSELOR/COORDINATOR, INDEPENDENT LIVING PROJECT

MUSCULAR DYSTROPHY

D.O.T. #045.107-042

Company Information

Company Name
Curative Workshop-Rehabilitation Center
2900 Curry Lane
P.O. Box 8027
Green Bay, WI 54308

Description of Company
Provides rehabilitation services for handicapped and elderly people.

Number of Employees
90 total company

For more information, contact
William K. Nystrom
Executive Director
(414) 468-1161

Requirements of This Job

Academic Credentials Required
Associate degree
Bachelor's degree

Work Experience Required
Preferred

Examinations Required
Physical

Other Job Requirements
Driver's license

Job Information

Wages
$1,375 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Rehabilitation center

Probationary Period
6 months

Employment History
1.5 years with company
1.5 years in this position

Narrative Description
Coordinates Independent Living Project. Provides counseling to clients who are physically disabled; recruits and trains attendants for clients with a physical disability; and provides counseling and referral service for alcoholic rehabilitated clients.

Physical Demands
100% sedentary

Physical Activities Performed
See, hear, sense of touch

Environmental Conditions
[illegible]

Special Conditions
High rate of production

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

COUNSELOR/COORDINATOR, INDEPENDENT LIVING PROJECT

MUSCULAR DYSTROPHY

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Train attendants

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Identify alternative approaches or solutions
- Review progress periodically
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Understand concepts of greater than and less than
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use job-specific hand tools and equipment (attendant care tools and equipment)
- Operate job-related power tool(s) (hand controls to operate automobile)

Special Considerations for This Worker

Limitations

Writing, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, uses wheelchair

Special Training

Supervisor provided monthly seminars on job duties for employee.

Job Accommodations

Additional supervision was provided by employer to accommodate employee's new responsibilities.

Staff team members perform tasks requiring mobility when necessary to accommodate employee's disability.

Electric wheelchair used by employee to provide increased mobility.

Employee's automobile adapted with hand controls to allow employee independent transportation.

Personal Strengths

Desire to succeed
Willing to learn
Cooperates with others

Financial Incentives for Hiring

None

Other Job Replication Factors

Employers should make the worksite accessible and consider employee's transportation needs. Staff should work as a team to perform selected activities for the employee with a disability.

DAY CAMP AIDE

MENTAL RETARDATION - EDUCABLE

D.O.T. #359.677-010

Company Information

Company Name
Association for Retarded Citizens
of Linn County
810 1st Avenue, Northeast
Cedar Rapids, IA 52402

Description of Company
Day camp program operated by advocacy agency for persons with mental retardation.

Number of Employees
3 total company
17 this site

For more information, contact
Cindy Norton, Program Coordinator
(319) 365-0487

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Working with children preferred

Examinations Required
None

Other Job Requirements
Age 16 minimum
Good swimming skills

Job Information

Wages
$3.35 per hour

Benefits
None

Work Schedule
Seasonal status
5 days a week, 5 hours a day
9:30 a.m. to 2:30 p.m.

Work Setting
School

Probationary Period
None

Employment History
2 weeks with company
2 weeks in this position

Narrative Description
Supervises children who are mentally retarded in a day camp setting; helps children with crafts, games, sports, swimming and meal time.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, run, climb, balance, stoop, kneel, crouch, crawl, sit, turn, see, hear, finger dexterity, physical activities related to recreation and games.

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
6 hours

Standard Amount of Direct Supervision
Moderate to maximal

DAY CAMP AIDE

MENTAL RETARDATION - EDUCABLE

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Count

Writing Tasks
- None

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups
- Sign language

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work

Special Considerations for This Worker

Limitations
- Interactions with coworkers, shyness, cannot work alone, remembering, speaking, following spoken directions, following written directions

Special Training
- Program coordinator provides ongoing special training. Directions are reviewed and made specific for the employee. Task analysis techniques are used for the special training.

Job Accommodations
- Additional supervision provided by lead counselor and program coordinator to accommodate employee's work skills.
- City bus used as alternative to parents driving employee to work ($.30 one way).

Personal Strengths
- Patience
- Assertive
- Sense of humor

Financial Incentives for Hiring
- Job Training Partnership Act wage subsidy

Other Job Replication Factors
- Previous day camp training and a job coach would be helpful to the employer and employee.

GROUNDSKEEPER

MENTAL RETARDATION

D.O.T. #406.684-014

Company Information

Company Name
Lake View Memorial Park, Inc.
2786 Algoma Boulevard
Oshkosh, WI 54901

Description of Company
Cemetery

Number of Employees
18 total company
18 this site

For more information, contact
John H. Toson, President
(414) 236-2828

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.55 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Cemetery

Probationary Period
None

Employment History
2 years with company
2 years in this position

Narrative Description
Weeds; waters; removes snow; prunes trees and brush; digs; helps with burials; and drives tractors.

Physical Demands
25% sedentary, 50% light work, 25% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, turn, see, depth perception

Environmental Conditions
Hot, cold, moving objects

Special Conditions
None

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Minimal

74

GROUNDSKEEPER

MENTAL RETARDATION

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Stay on the topic in job-related conversations
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Low frustration tolerance, writing, spelling, mathematics, speaking, following written directions

Special Training
- Job coach provided initial special instructions.

Job Accommodations
- Work adjustment training provided by job coach to assist employee in learning job duties.
- Dump truck driven by coworker to accommodate employee's driving ability.

Personal Strengths
- Works hard
- Reliable
- Pride in work

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

INCOME TAX PREPARER

SPINAL CORD INJURY C4-5

D.O.T. #110.117-038

Company Information

Company Name
Compute-Able, Inc.
713 West University
Rochester, MI 48063

Description of Company
Compute-Able is wholly owned and operated by the disabled. Services provided include income tax, bulk mailings and telemarketing.

Number of Employees
20 total company

For more information, contact
Vicki Delmar, Office Manager
(313) 853-1867

Requirements of This Job

Academic Credentials Required
Income tax preparer certificate

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.35 per hour

Benefits
FICA
Worker's compensation

Work Schedule
Seasonal status
2-4 days a week, 8 hours a day
10:00 a.m. to 6:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
4 months with company
3 months in this position

Narrative Description
Interviews clients carefully; follows up questions by telephone; performs research when necessary; and accurately compiles computerized income tax results.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear

Environmental Conditions
None

Special Conditions
Precision/quality
High level of stress

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
4 months

Standard Amount of Direct Supervision
Minimal

INCOME TAX PREPARER

SPINAL CORD INJURY C4-5

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations

Feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, need some medications

Special Training

None

Job Accommodations

Classroom for tax preparers provided by Rehabilitation Research Center to accommodate work space needs.

Flexible work schedule provided by employer to accommodate employee's physical strength (5.5 hr. work shifts).

Able-bodied supervisor performs the following duties to accommodate employees' mobility skills:

- snow shoveling;
- maintenance of lights and door locks;
- file handling;
- telephoning.

Accessible bathroom provided by landlord to accommodate employee's wheelchair use.

Work schedule based on available family transportation to accommodate employee's driving ability.

Personal Strengths

Good interpersonal communication skills
Mathematical accuracy
Willingness to work under pressure

Financial Incentives for Hiring

None

JOBS

JANITOR

PHYSICAL HANDICAP - SHORT STATURE

D.O.T. #381.687-018

Company Information

Company Name
Safeway Bakery
9450 Southeast Mangan Way
Clackamas, OR 97015

Description of Company
Manufacturer of bread and bakery products.

Number of Employees
150 this site

For more information, contact
Debra Moore
Sanitation Superintendent
(503) 657-6476

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Sanitation experience preferred.

Examinations Required
Physical
Drug testing

Other Job Requirements
Age 16 minimum
Uniform
Dress code

Job Information

Wages
$10.07 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
2:00 a.m. to 10:30 a.m.
Rotating hours variance 3 hours

Work Setting
Baking factory

Probationary Period
90 days

Employment History
5 years with company
5 years in this position

Narrative Description
Performs a variety of sanitation duties including cleaning machinery, conveyors, walls, and floors.

Physical Demands
25% sedentary, 75% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, crawl, sit, turn, see, depth perception, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, wet, dust, dirt, odors, noise, mechanical hazards, moving objects, cramped quarters, high places, toxic chemicals

Special Conditions
Precision/quality

Work Group
Works alone

Standard Training Period
Ongoing

Standard Amount of Direct Supervision
Minimal

79

JANITOR

PHYSICAL HANDICAP - SHORT STATURE

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Make and use measurements
- Tell time

Writing Tasks
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (janitorial hand tools and equipment)
- Operate machine(s) (janitorial power machines)
- Set up machine(s)

Special Considerations for This Worker

Limitations
Low frustration tolerance, interactions with coworkers, height, remembering, following spoken directions

Special Training
None

Job Accommodations
Step ladder provided by employer to accommodate employee's height.
Janitorial equipment modified by employer for use at lower height to accommodate employee's disability (10-12 hrs.).

Personal Strengths
Quality oriented
Pride in workmanship
Good speed
Stays on task

Financial Incentives for Hiring
None

Other Job Replication Factors
Employers should be willing to modify equipment for employee's height.

LAUNDRY WORKER

MENTAL RETARDATION - MILD

Joey

D.O.T. #361.685-018

Company Information

Company Name
Northwest Center Industries
1600 West Armory Way
Seattle, WA 98107

Description of Company
Rehabilitation facility for persons with a head injury.

Number of Employees
100 total company

For more information, contact
Ellen Ryerson
Director of Specific Job Training
(206) 285-9140

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Sheltered workshop

Examinations Required
Tuberculosis test

Other Job Requirements
Uniform, dress code, sanitation requirements

Job Information

Wages
$4.76 per hour

Benefits
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5-6 days a week, 5-8 hours a day
8:00 a.m. to 2:00 p.m.

Work Setting
Laundry room

Probationary Period
None

Employment History
2 years with company
2 years in this position

Narrative Description
Sorts and washes laundry; and delivers clean clothes to residents' rooms.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, climb, stoop, see, color vision

Environmental Conditions
Hot, humid, wet, odors, noise, inadequate ventialation, cramped quarters, toxic conditions

Special Conditions
High level of stress

Work Group
Works alone

Standard Training Period
Depends on employee

Standard Amount of Direct Supervision
Minimal

LAUNDRY WORKER

MENTAL RETARDATION - MILD

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read names on clothes labels

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (laundry hand tools and equipment)
- Operate machine(s) (washer/dryer)

Special Considerations for This Worker

Limitations
- Interactions with coworkers, reading

Special Training
- Job coach provided on-site initial special training for 5 months on job duties.

Job Accommodations
- Full time job coach provided by Northwest Center Industries to accommodate employee's work skill level and self confidence (4-6 mo.).
- Higher level reading tasks performed by supervisor to accommodate employee's reading ability.
- Bus ride training provided by Northwest Center Industries to accommodate employee's transportation skills.
- Family counseling provided by Northwest Center Industries to ensure parents of training program and obtain employee's participation.

Personal Strengths
- Works independently
- Quality control
- Completes job in correct sequence
- Accepts supervision

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Do not assign employee with limited reading ability to jobs requiring reading.

LOT WORKER

MULTIHANDICAPS - MENTAL RETARDATION, CEREBRAL PALSY

D.O.T. #620.684-014

Company Information

Company Name
Jim Click Ford
Tucson, AZ 85705

Description of Company
Auto sales and service.

Number of Employees
140 total company
9 this site

For more information, contact
Jerry Pearce, Manager
Community Work Services
Beacon Foundation for the Mentally Retarded, Inc.
(602) 623-3454

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Physical

Other Job Requirements
Uniform

Job Information

Wages
$2.97 per hour (Department of Labor Certificate)

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 6 hours a day
7:30 a.m. to 2:30 p.m.

Work Setting
Outside - car lot; inside - car service center

Probationary Period
30 days

Employment History
4 years, 3 months with company
4 years, 1 month in this position

Narrative Description
Washes and dries cars and trucks in auto sales lots; moves hoses; cleans vehicle interiors; details windows; applies and removes paint protector from cars.

Physical Demands
20% light work, 80% medium work

Physical Activities Performed
Push, pull, reach, stoop, turn, see, hear, finger dexterity

Environmental Conditions
Hot, cold, humid, dry, wet, dust, moving objects, cramped quarters

Special Conditions
High rate of production
Precision/quality
Distracting conditions

Work Group
Small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Moderate

85

LOT WORKER

MULTIHANDICAPS - MENTAL RETARDATION, CEREBRAL PALSY

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Reading, writing, spelling, mathematics, speaking, following written directions, handling, fingering

Special Training
- Ongoing training and supervision provided by supported enclave supervisor. Employee entered permanent employment after completion of the special training.

Job Accommodations
- Initial and ongoing training and supervision provided by Beacon Foundations staff to accommodate employee's job support needs (40 hrs./wk.).
- Modified work schedule provided by employer to accomnodate employee's work capability (scheduled 6 hours daily 5 days/wk.).

Personal Strengths
- Strong work ethic
- Works well with others
- Accepts extreme weather conditions

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Employer should recognize the economic and societal benefits of employing persons with disabilities.

JOBS

MAINTENANCE ADMINISTRATOR

AMPUTEE - PARTIAL (ONE LEG ABOVE KNEE)

D.O.T. #239.187-014

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company
60 this site

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity
(617) 743-4901

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Experience in other company departments preferred.

Examinations Required
Physical, hearing, vision, job aptitude test

Other Job Requirements
None

Job Information

Wages
$13.40 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%
Savings plan

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 5:30 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
Not available

Narrative Description
Interprets telecommunication circuit test results using a mechanized testing system; operates computer; and interacts with field service personnel locating circuit problems.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Large group

Standard Training Period
Standard classroom training provided by a company isntructor. Work skills are developed on the job.

Standard Amount of Direct Supervision
Moderate

MAINTENANCE ADMINISTRATOR

AMPUTEE - PARTIAL (ONE LEG ABOVE KNEE)

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Use numerical values from charts, diagrams, tables
- Make and use measurements

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (circuit testing and maintenance hand tools and equipment)
- Tend machine(s) (circuit testing system)
- Use keyboard skills

Special Considerations for This Worker

Limitations
Standing, walking

Special Training
Employee enters permanent employment upon completion of the standard training.

Job Accommodations
None

Personal Strengths
Follows directions
Good attendance
Perseveres
Interacts with other department personnel
Learns new material

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Other Job Replication Factors
Be open-minded; obtain upper management support; and provide awareness training for employees and management team.

MAINTENANCE WORKER

LEARNING DISABILITY

D.O.T. #381.687-018

Company Information

Company Name
Channel Home Centers
Route 23 Pilgrim s/c
Cedar Grove, NJ 07009

Description of Company
Retail home center dealing in lumber and home improvement products.

Number of Employees
3,600 total company
35 this site

For more information, contact
Kathy McCormack, Store Manager
(201) 239-3676

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Maintenance training preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
Worker's compensation

Work Schedule
Permanent status
5 days a week, 5 hours a day
9:30 a.m. to 2:30 p.m.

Work Setting
Store

Probationary Period
None

Employment History
5 months with company
5 months in this position

Narrative Description
Waxes floors with machine; sweeps inside and outside; maintains restrooms, break room and windows; and performs other maintenance duties as needed.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, climb, turn, see

Environmental Conditions
Dust, dirt, vibration, mechanical hazards

Special Conditions
None

Work Group
Works alone

Standard Training Period
7 days

Standard Amount of Direct Supervision
Moderate

MAINTENANCE WORKER

LEARNING DISABILITY

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Low frustration tolerance, reading, writing, following spoken directions

Special Training
- Pre-employment special training provided by West Essex Rehabilitation Center.

Job Accommodations
- Followup services provided by West Essex Rehabilitation Center to accommodate employee's job support needs.
- Counseling provided by employer, guardian, and social worker to accommodate employee's adjustment to the job.

Personal Strengths
- Organization of tasks and priorities
- Initiative - self starting ability

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

PUBLIC SAFETY DISPATCHER

PARAPLEGIA

D.O.T. #379.362-010

Company Information

Company Name
City of Prescott
P.O. Box 2059
Prescott, AZ 86301

Description of Company
City government providing police, fire and utility services.

Number of Employees
300 total company
20 this site

For more information, contact
Max Merritt, Police Chief
(602) 445-3500

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Dispatcher experience preferred

Examinations Required
Physical, hearing

Other Job Requirements
Polygraph, bondable, civil service exam

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
Rotating shifts

Work Setting
Office

Probationary Period
6 months

Employment History
18 months with company
18 months in this position

Narrative Description
Communication duties include police reports, information requests, emergency calls and repair work orders.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions
High level of stress

Work Group
One-to-one and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

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PUBLIC SAFETY DISPATCHER

PARAPLEGIA

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- None

Manual Perceptual Tasks
- Eye-hand coordination
- Use job-specific hand tools and equipment (office equipment)
- Operate machine(s) (teephone system, radio system, computer)
- Use keyboard skills

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Special Considerations for This Worker

Limitations
- Feeling/sensory, standing, walking

Special Training
- Employee received a wage increase and entered permanent employment upon completion of the standard training.

Job Accommodations
- None

Personal Strengths
- Acts quickly and correctly in emergency situations.
- Listens and speaks in clear, understandable voice.
- Copes with stressful situations.

Financial Incentives for Hiring
- None

RECREATION THERAPIST I

SPINAL CORD INJURY

D.O.T. #076.124-014

Company Information

Company Name
Fulton State Hospital
600 East 5th Street
Fulton, MO 65251-1798

Description of Company
A Missouri Department of Mental Health state hospital providing care and treatment of persons with mental illness.

Number of Employees
11,000 total company
1,200 this site

For more information, contact
Ann Finnell
Certified Therapeutic Recreation Standards/Recreation Therapist I
(314) 642-3311

Requirements of This Job

Academic Credentials Required
Bachelor's degree
Certified Therapeutic Recreation Standards Certificate

Work Experience Required
Working with the mentally ill and experience and education in therapeutic recreation preferred.

Examinations Required
Physical

Other Job Requirements
State merit exam

Job Information

Wages
$1,243 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Geriatric center of state hospital

Probationary Period
6 months

Employment History
13 months with company
13 months in this position

Standard Amount of Direct Supervision
Minimal

Narrative Description
Performs assessments of patient leisure needs; develops, conducts and evaluates therapeutic recreation treatment groups; documents monthly reports (i.e., progress notes, referrals, evaluations); supervises Activity Aide; and works as a treatment team member.

Physical Demands
25% sedentary, 75% light work

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one, and in small and large groups

Standard Training Period
1 month

RECREATION THERAPIST I

SPINAL CORD INJURY

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (tools and equipment for recreation therapy)

Special Considerations for This Worker

Limitations
Standing, walking

Special Training
None

Job Accommodations
None

Personal Strengths
Communication skills
Problem solving skills
Sense of responsibility

Financial Incentives for Hiring
None

RELIEF HOUSEKEEPER

MENTAL RETARDATION

D.O.T. #323.687-014

Company Information

Company Name
Granit Hotel
Granit Road
Kerhonkson, NY 12446

Description of Company
Hotel

Number of Employees
250+ total company
50 this department

For more information, contact
Dora Lynch, Executive Housekeeper
(914) 626-3141 Extension 7

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.35 per hour

Benefits
Paid vacation*
Paid sick days*
FICA
Worker's compensation
Unemployment compensation
*After 1 year

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting
Hotel

Probationary Period
None required

Employment History
1 month with company
1 month in this position

Narrative Description
Folds linens; operates ironing machine; carries linen supplies to hotel floors; and performs maintenance tasks including fixing beds and room furnishings.

Physical Demands
75% light work, 25% medium work

Physical Activities Performed
Push, pull, reach, climb stairs, balance, stoop, kneel, crouch, sit, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Dust, odors, noise

Special Conditions
None

Work Group
Works alone and in small group

Standard Training Period
5 days

Standard Amount of Direct Supervision
Minimal

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RELIEF HOUSEKEEPER

MENTAL RETARDATION

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations
- Report accurately what others have said

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (pliers, screwdrivers, housekeeping hand tools and equipment)
- Operate machine(s) (towel folding machine, mangle-large iron)

Special Considerations for This Worker

Limitations
- Writing, mathematics, following written directions

Special Training
- None

Job Accommodations
- Counseling and follow-up services provided as needed by the Association for Retarded Citizens Agency to accommodate employee's need for support.
- Employee assigned to stocking relief linen supply not requiring counting to accommodate employee's math ability.
- Fixed work schedule agreed to by employer to accommodate employee's availability and transportation needs (Monday through Friday only; holidays off) .
- Daily transportation to and from work provided by the Association for Retarded Citizens Agency to accommodate employee's transportation needs.

Personal Strengths
- Willing to work
- Cooperative
- Courteous

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Give the employment of persons with disabilities time and effort and it will probably work out in your best interest.

SERVICE REPRESENTATIVE

QUADRIPLEGIA C-6 - USES WHEELCHAIR

D.O.T. #239.367-010

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company
85 this site

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity
(617) 743-4901

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Clerical work, sales work, collection work and good verbal skills preferred.

Examinations Required
Physical, hearing, vision, drug test

Other Job Requirements
None

Job Information

Wages
$9.73 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%
Savings plan

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
2 years with company
2 years in this position

Narrative Description
Sells company products; negotiates residential customer needs; and collects overdue accounts.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, turn, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions
High level of stress

Work Group
Large group

Standard Training Period
2 months

Standard Amount of Direct Supervision
Minimal

100

SERVICE REPRESENTATIVE

QUADRIPLEGIA C-6 - USES WHEELCHAIR

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Identify alternative approaches or solutions
- Correct deficiencies

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting

Special Training
- Employee received certificate upon completion of the standard training.

Job Accommodations
- Computer keyboard raised to accommodate employee's wheelchair (10 minutes of work time).

Personal Strengths
- Strong interpersonal skills with coworkers and management
- Good verbal and listening techniques
- Good attendance
- Assimilates and uses new and changing job knowledge

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Be open-minded; obtain upper management support; provide awareness training for employees and management team.

STORE HELPER

MULTIHANDICAPS - MENTAL RETARDATION, PHYSICAL HANDICAP

D.O.T. #290.477-014

Company Information

Company Name
Lenoch and Cilek True Value
Coralville, IA 52241

Description of Company
Hardware store

Number of Employees
17 full time, 33 part time total company
1 manager, 3 full time, 5 part time this site

For more information, contact
Jerry Meis, President

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Goodwill Inc. training prior to placement preferred.

Examinations Required
None

Other Job Requirements
Age 16 minimum

Job Information

Wages
$3.35 per hour

Benefits
None

Work Schedule
Temporary status
3 days a week, 6 hours a day
9:00 a.m. to 4:00 p.m.

Work Setting
Store

Probationary Period
None

Employment History
1 year with company
1 year in this position

Standard Training Period
6 hours minimum

Standard Amount of Direct Supervision
Moderate to maximum (maximal supervision required initial few weeks).

Narrative Description
Stocks shelves; arranges displays; cleans floors; dusts; answers questions by customers or refers them to someone who knows the answer; and helps assemble chairs, grills and toys.

Physical Demands
75% light work, 20% medium work, 5% heavy work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, sit, turn, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
Must be pleasant to public and answer questions when asked

Work Group
Works alone, one-to-one, and in small group

STORE HELPER

MULTIHANDICAPS - MENTAL RETARDATION, PHYSICAL HANDICAP

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (broom, mop, ladder, screw driver, hammer)

Special Considerations for This Worker

Limitations
- Able to follow simple oral directions, reading, writing, spelling, mathematics, standing, walking, self-confidence with customers, remembering, speaking, following written directions, attendance based on stress-related problems.

Special Training
- Special training provided by manager first few weeks and when new tasks are assigned.

Job Accommodations
- Work initially monitored by Goodwill Inc. to provide employee job support (1 hr./wk.).
- Job demonstrations as needed provided by employer to accommodate employee's learning style (6 hrs./wk. for first month).

Personal Strengths
- Follows simple directions
- Gets along well with co-workers
- Dependable

Financial Incentives for Hiring
- Wage subsidy by Goodwill Inc. (Initially 40% decreased to 20%.)

Other Job Replication Factors
- It is important to have patience at first. Employer was rewarded by obtaining a very good, eager-to-please employee.

TELEMARKETER

BLINDNESS

D.O.T. #299.357-014

Company Information

Company Name
The TeleMart Group
Box 5, The Concord Center
10 Ferry Street
Concord, NH 03301

Description of Company
Telemarketing firm, specializing in fundraising efforts for non-profit organizations.

Number of Employees
4 total company
4 this site

For more information, contact
Anne Young, Vice President/Treasurer
(603) 228-3350

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.25 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Seasonal status
5 days a week, 4 hours a day
5:00 p.m. to 9:00 p.m.

Work Setting
Office

Probationary Period
1 month

Employment History
1 month with company
1 month in this position

Narrative Description
Performs telemarketing activities including soliciting funds for non-profit organization, organizational duties, and sales.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, hear, sense of touch, finger dexterity

Environmental Conditions
Cold

Special Conditions
High rate of production
High level of stress (deadlines, etc.)
Persistence

Work Group
Works alone

Standard Training Period
5 days

Standard Amount of Direct Supervision
Minimal

TELEMARKETER	BLINDNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- Copy accurately
- Organize, select, and relate ideas in writing

Reading Tasks
- None

Communication Tasks
- Listen
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Operates telephone system

Special Considerations for This Worker

Limitations
- Vision

Special Training
- None

Job Accommodations
- Braille writer and cassette recorder provided by Vocational Rehabilitation to accommodate employee's communication equipment needs ($200).
- Pre-employment training, role playing, and onsite job coaching provided by TEE Inc. agency to accommodate employee's support needs (5 hrs./wk.).
- Index cards, notebook for writing, and directions in braille provided by employer to accommodate employee's reading ability.

Personal Strengths
- Learns job quickly
- Mature and responsible attitude
- Creative problem-solving skills
- Good memory

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

WAREHOUSE WORKER

MENTAL RETARDATION

D.O.T. #381.687-018

Company Information

Company Name
Tri-Mart Corporation
4603 Domain Drive
Menomonie, WI 54751

Description of Company
Wholesale distributor of food, paper, cigarettes

Number of Employees
36 total company
30 this site

For more information, contact
Sherwin Keck, Manager
(715) 235-2351

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$240 per month

Benefits
Paid vacation
Paid holidays
Paid sick days

Work Schedule
Permanent status
2-3 days a week
6-8 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting
Factory

Probationary Period
6 weeks

Employment History
7 years with company
7 years in this position

Narrative Description
Cleans floors; crushes paper; stamps cigarettes; picks orders; and does general yard work including mowing and trimming grass).

Physical Demands
80% sedentary work, 20% light work

Physical Activities Performed
Push, pull, reach, stoop, kneel, finger dexterity

Environmental Conditions
Dust, moving objects, high places

Special Conditions
None

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
Information not provided

Standard Amount of Direct Supervision
Moderate

WAREHOUSE WORKER

MENTAL RETARDATION

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
None

Computer Tasks
None

Mathematical Tasks
None

Writing Tasks
None

Reading Tasks
None

Communication Tasks
Listen
Follow intent of oral directions
Talk

Manual Perceptual Tasks
None

Special Considerations for This Worker

Limitations
Reading, writing, spelling, mathematics, following written directions

Special Training
None

Job Accommodations
None

Personal Strengths
Good worker, good listener, perfect attendance

Financial Incentives for Hiring
None

Other Job Replication Factors
Employers should work with the employee and demonstrate duties. Employees with disabilities learn faster than most people think.

WASHER/SANITIZER

MENTAL RETARDATION

D.O.T. #318.687-010

Company Information

Company Name
Safeway Bakery
9450 Southeast Mangan Way
Clackamas, OR 97015

Description of Company
Manufacturer of bread and bakery products.

Number of Employees
150 this site

For more information, contact
Debra Moore
Sanitation Superintendent
(503) 657-6476

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
Physical
Drug testing

Other Job Requirements
Uniform
Dress code

Job Information

Wages
$10.07 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 7 hours a day
7:00 a.m. to 2:30 p.m.

Work Setting
Baking factory

Probationary Period
90 days

Employment History
7 years with company
7 years in this position

Narrative Description
Sanitizes floors and machinery; operates pot washer machine; and cleans conveyors.

Physical Demands
35% sedentary, 65% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, crawl, sit, turn, see, depth perception, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, wet, dust, dirt, odors, noise, mechanical hazards, moving objects, cramped quarters, high places, toxic chemicals

Special Conditions
Good rate of production
Precision/quality

Work Group
Works alone

Standard Training Period
Ongoing

Standard Amount of Direct Supervision
Minimal

WASHER/SANITIZER

MENTAL RETARDATION

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Tell time

Writing Tasks
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Effectively present information to supervisor

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (putty knives, screw drivers, and other bakery equipment hand tools, floor cleaning tools and equipment)
- Operate machine(s) (conveyors, pot washer machine)

Special Considerations for This Worker

Limitations
- Low frustration tolerance, spelling, mathematics

Special Training
- None

Job Accommodations
- Increased supervision provided by employer to increase employee's production rate.
- Job duties assigned by employer to accommodate employee's ability.

Personal Strengths
- Quality work
- Good work rate
- Completes jobs on time

Financial Incentives for Hiring
- None

CLERICAL

ACCOUNTS PAYABLE CLERK

AMPUTEE - PARTIAL RIGHT UPPER ARM

JOBS

D.O.T. #214.362-026

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company
Approximately 1,200 this site

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity
(617) 743-4901

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Data entry experience preferred.

Examinations Required
Physical, hearing, vision, job entry level exam

Other Job Requirements
Union membership

Job Information

Wages
$12.67 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%
Savings plan

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
7 years with company
2 years in this position

Narrative Description
Uses Mechanized Accounts Payable System (MAPS); edits accounts payable vouchers for proper coding; and enters data into on-line MAPS data processing system.

Physical Demands
70% sedentary, 30% light work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality
Distracting conditions

Work Group
Large group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

ACCOUNTS PAYABLE CLERK

AMPUTEE - PARTIAL RIGHT UPPER ARM

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Review progress periodically
- Evaluate for accuracy and completeness
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Calculate costs

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English

Reading Tasks
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine (computer)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Low frustration tolerance

Special Training
- None

Job Accommodations
- Additional time was allowed for employee to meet data entry production standard to accommodate employee's work speed.
- Data entry terminal keyboard with left side number pad provided to accommodate employee's use of left hand.

Personal Strengths
- Patient
- Good attendance
- Responsible
- Thorough

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Be open-minded; obtain upper management support; and conduct awareness training for employees and management team.

ASSISTANT RESEARCHER

DEAFNESS

D.O.T. #216.482-010

Company Information

Company Name
Revere Public Schools
Business Department
101 School Street
Revere, MA 02151

Description of Company
Public school system business department.

Number of Employees
10 total company
10 this site

For more information, contact
Gerard J. Rufo, Jr.
Assistant Researcher

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Office and computer experience preferred.

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$1,500 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 3:30 p.m.

Work Setting
Office

Probationary Period
Information not provided

Employment History
6 months in this position

Narrative Description
Performs word processing; communicates, writes and sends reports to Revere City Hall; files school reports; receives invoices; writes purchase orders; deposits checks with treasurer's office; calculates payroll when necessary; and assists business manager and others.

Physical Demands
30% sedentary, 40% light work, 20% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, sit, see, color vision

Environmental Conditions
Dry, dust, noise

Special Conditions
None

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
12 months provided by business manager

Standard Amount of Direct Supervision
Moderate

ASSISTANT RESEARCHER

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Review progress periodically
- Evaluate for accuracy and completeness
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Prepare budgets

Writing Tasks
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read technical information

Communication Tasks
- Follow intent of oral directions
- Talk
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (office and accounting materials)
- Use keyboard skills

Special Considerations for This Worker

Limitations

Acceptance of supervision, use of telephone, hearing, following spoken directions (lip reading), allergies

Special Training

Employee will enter permanent employment upon completion of the standard training.

Job Accommodations

Coworkers speak slowly, clearly, and directly to employee, checking to be sure communication is understood.

Personal Strengths

Accepts challenges
Works to achieve future goals
Received promotion

Financial Incentives for Hiring

50% wage subsidy for 1 year through Employment Resources, Inc. training program.

JOBS

CLERICAL HELPER

SLOW LEARNER

D.O.T. #209.687-022

Company Information

Company Name
Wisconsin Mutual Insurance Company
1619 Monroe Street
Madison, WI 53711

Description of Company
Property and casualty insurance company.

Number of Employees
38 total company
38 this site

For more information, contact
Louise Bisek
Administrative Secretary
(608) 255-1623

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.35 per hour

Benefits
None

Work Schedule
Permanent status
4 days a week, 3-5 hours a day
8:30 a.m. to completion of job

Work Setting
Office

Probationary Period
None

Employment History
4 years with company
4 years in this position

Narrative Description
Mails auto insurance renewal notices; separates and inserts information into return envelope; checks window envelope for proper names; and separates copies for insurance agent.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone, one-to-one

Standard Training Period
None

Standard Amount of Direct Supervision
Maximal initially
Moderate if any changes occur

CLERICAL HELPER

SLOW LEARNER

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work

Computer Tasks
None

Mathematical Tasks
None

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
Follow intent of oral directions

Manual Perceptual Tasks
Eye-hand coordination
Hand work

Special Considerations for This Worker

Limitations
Reading, writing, spelling, mathematics (related to disability), following written directions

Special Training
Community agency program director provided initial training to employee with demonstration by employer.

Job Accommodations
Periodic followup services provided by community agency to accommodate employee's need for job support.
Special assistance provided by employer as necessary to accommodate employee's learning style.

Personal Strengths
Understands job instructions
Improving work quantity

Financial Incentives for Hiring
None

Other Job Replication Factors
The only qualities employers need are time and patience.

COMPUTER CLERK GS-5

MULTIHANDICAPS - PARAPLEGIA T-5
PARTIAL NERVE DAMAGE LEFT HAND

D.O.T. #007.167-018

Company Information

Company Name
Department of the Navy
David W. Taylor Naval Ship
Research and Development Center
Headquarters
Bethesda, MD 20084-5000

Description of Company
Research & development center for
Department of Navy

Number of Employees
2,000 this site

For more information, contact
LeMar E. Garwood
(301) 540-7401

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 16 or older

Job Information

Wages
$6.92 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation

Work Schedule
Temporary status
5 days a week, 8 hours a day
6:30 a.m. to 3:00 p.m.
9:00 a.m. to 5:30 p.m.
Flexible hours

Work Setting
Office

Probationary Period
None

Employment History
5.5 months with company
5.5 months in this position

Narrative Description
Assists computer programmer in making changes in existing programs; answers phone; and uses various utilities on a Digital Corp. Vax 11-780 computer.

Physical Demands
99% sedentary, 1% light work

Physical Activities Performed
Sit, see, depth perception, sense of touch, finger dexterity

Environmental Conditions
Air conditioned because of computer equipment

Special Conditions
Show progress in learning or work accomplished

Work Group
Small group

Standard Training Period
90 days

Standard Amount of Direct Supervision
Moderate

COMPUTER CLERK GS-5

MULTIHANDICAPS - PARAPLEGIA T-5, PARTIAL NERVE DAMAGE LEFT HAND

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Write programs

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)

Writing Tasks
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use job-specific hand tools and equipment
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations

Carrying, lifting, reaching, grasping, handling, fingering, pushing, pulling, feeling/sensory, standing, walking, climbing, kneeling, squatting, bending

Special Training

Special training during summer internship used videotapes and training manuals.

Job Accommodations

Desk raised by employer to accommodate employee's accessibility needs.

Building ramp and accessible bathroom provided by employer to accommodate employee's wheelchair use.

Personal Strengths

Motivated
Education/technical knowledge
Flexible

Financial Incentives for Hiring

None

Other Job Replication Factors

Summer or work internships provide an opportunity for the company and individual to evaluate each other.

COMPUTER PROGRAMMER

BLINDNESS

D.O.T. #020.187-010

Company Information

Company Name
Lions Clubs International
300 22nd Street
Oak Brook, IL 60570

Description of Company
A not-for-profit service club organization.

Number of Employees
340 total company
340 this site

For more information, contact
Michael J. Carroll
Data Processing Manager
(312) 571-5466

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
Computer programming using COBOL language preferred.

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$2,500 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
4.5 years with company
4.5 years in this position

Narrative Description
Writes program codes, prepares test data and tests and debugs computer programs; revises and refines computer programs and procedures for finished programs; and evaluates and modifies existing programs for changes in system requirements or equipment configurations.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
6-9 months

Standard Amount of Direct Supervision
Minimal

COMPUTER PROGRAMMER

BLINDNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Operate machine(s) (computer terminal/ voice synthesizer)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Reading, vision, following written directions

Special Training
- Employee completed job related computer classes through self-instruction.

Job Accommodations
- Voice synthesizer installed in terminal to allow employee to communicate with the computer system ($6,000).
- Worksite rearranged to provide space for leader dog to lie without blocking aisle.

Personal Strengths
- Meets daily challenges offered with various programming problems
- Good attendance
- Good communications with co-workers

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Treat employees who are disabled the same as any other staff member.

JOBS

CONTROL CLERK

BLINDNESS

D.O.T. #221.382-014

Company Information

Company Name
Northern States Power Company
414 Nicollet Mall
Minneapolis, MN 55401

Description of Company
Major utility company supplying gas and electric services to a 5 state region.

Number of Employees
7,500 total company

For more information, contact
Delores Curtis
Employment Consultant
(612) 330-5576

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Preferred

Examinations Required
Physical, hearing

Other Job Requirements
Computer skills

Job Information

Wages
$7.85 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
2 years with company
2 years in this position

Narrative Description
Answers telephone calls on recording machine from customers reporting meter readings; and enters information into talking computer.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, hear (critical), sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality
Boredom re: routine work

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal

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CONTROL CLERK	BLINDNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- Enter data into computers

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- None

Communication Tasks
- Listen
- Report accurately what others have said

Manual Perceptual Tasks
- Operate computer
- Tend computer

Special Considerations for This Worker

Limitations
- Reading, vision, following written directions

Special Training
- A 2 hour special training program on the talking computer was provided by a state instructor.

Job Accommodations
- A talking computer was installed to provide State Services for the Blind direct access. The employer paid for the computer and the State Service funded the talking device.
- Transportation provided by coworker to accommodate employee's ability to drive (no cost).

Personal Strengths
- Patience
- Accuracy
- Good concentration

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

JOBS

DATA ENTRY OPERATOR

DEAFNESS

D.O.T. #203.362-010

Company Information

Company Name
Automatic Data Processing
8550 Marshall Drive
Lenexa, KS 66214

Description of Company
Producer of payroll and other data processing products.

Number of Employees
20,000 total company
124 this site

For more information, contact
Caroline Yeo, Personnel Manager
(913) 492-4200

Requirements of This Job

Academic Credentials Required
GED

Work Experience Required
Data entry-keying preferred

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$7.75 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Wage incentives

Work Schedule
Permanent status
3 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.
Rotating shifts

Work Setting
Office

Probationary Period
3 months

Employment History
6.5 years with company
6.5 years in this position

Narrative Description
Keys information into computer terminal from client forms.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality

Work Group
Small group

Standard Training Period
2 months

Standard Amount of Direct Supervision
Minimal

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DATA ENTRY OPERATOR

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

Computer Tasks
Enter data into computers

Mathematical Tasks
None

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
None

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Operate machine
Use keyboard skills

Special Considerations for This Worker

Limitations
Hearing, speaking

Special Training
None

Job Accommodations
Bell on work desk used by employee to notify supervisor when out of work (no cost).
Sign language learned by coworker to accommodate employee's communication ability ($60).

Personal Strengths
Accurate
Work speed
Handles deadlines

Financial Incentives for Hiring
None

JOBS

FILING CLERK

AUTISM

D.O.T. #206.362-010

Company Information

Company Name
Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703

Description of Company
Non-profit educational organization's payroll department.

Number of Employees
Approximately 4,000 total company
14 this site

For more information, contact
Don Orr, Purchasing Manager
(608) 266-6106

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Knowledge of filing procedures

Examinations Required
None

Other Job Requirements
Filing knowledge (alphabetical/numerical order)

Job Information

Wages
$3.35 per hour

Benefits
None

Work Schedule
Temporary status
2 days a week, 2-2.5 hours a day
9:00 a.m. to 11-11:30 a.m.

Work Setting
Office

Probationary Period
None

Employment History
1 year with company
1 year in this position

Standard Amount of Direct Supervision
Minimal

Narrative Description
Files purchase orders alphabetically in a vendor file; assists with the filing numerically of cancelled checks in payroll and/or vendor sequence; and assists in assembling brochures, stuffing envelopes, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Balance, stoop, sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
Distracting conditions

Work Group
Works alone and in large group

Standard Training Period
4-5 hours

FILING CLERK

AUTISM

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Conduct work activities in appropriate sequence
Collect and organize information

Computer Tasks
None

Mathematical Tasks
Count

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
Listen
Follow intent of oral directions
Give clear oral instructions and directions

Manual Perceptual Tasks
Eye-hand coordination
Hand work

Other Significant Duties or Job Features
Puts envelopes for U.S. Mail into city zip code order.

Special Considerations for This Worker

Limitations
Cannot work alone, retention of skills during layoff periods

Special Training
Lead purchasing clerk and lead payroll clerk trained employee in various assigned tasks. An alphabetical organizer was used during the special training. Employee received recognition and a wage increase upon completion of the special training.

Job Accommodations
Desk and chair designated as work area by employer to accommodate employee's need for work site identity.

Personal Strengths
Alphabetical and numerical filing procedures
Gets along with people
Accepts criticism

Financial Incentives for Hiring
None

Other Job Replication Factors
Job has become very important to this worker, who was visibly upset when a "down period" required taking "vacation" time. In spite of shyness, this worker appreciates any recognition offered.

JOBS

GENERAL CLERK

HEARING IMPAIRMENT

D.O.T. #203.362-010

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity
(617) 743-4901

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
Physical, vision, writing and typing tests

Other Job Requirements
None

Job Information

Wages
$1,766 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
7 years with company
15 months in this position

Narrative Description
Types, copies, reproduces, and draws engineering office documents and work orders.

Physical Demands
5% sedentary, 5% light work, 90% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, sit, turn, see, color vision, depth perception, sense of touch, finger dexterity

Environmental Conditions
Noise, mechanical hazards, burns, electrical hazards

Special Conditions
Precision/quality

Work Group
Works alone and in large group

Standard Training Period
10 days

Standard Amount of Direct Supervision
Minimal

GENERAL CLERK

HEARING IMPAIRMENT

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Make and use measurements

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Tend machine(s) (minor adjustments and copy equipment maintenance)
- Operate machine(s) (photocopy equipment)
- Set up machine(s)

Special Considerations for This Worker

Limitations
Hearing, speaking

Special Training
Additional employee training provided by employer at worksite instead of company training site.

Job Accommodations
Interpreter for the hearing impaired provided by employer during training to accommodate employee's communication ability (approximately $800).

Personal Strengths
Learns quickly
Performs any task
Eager to learn
Good attendance

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Other Job Replication Factors
Be open minded; obtain upper management support; provide awareness training for employee and supervisors.

GENERAL CLERK

PHYSICAL HANDICAP - MOBILITY IMPAIRMENT - USES WHEELCHAIR

D.O.T. #203.362-010

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company
28 this site

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity
(617) 743-4901

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
Physical, hearing, vision, drug test

Other Job Requirements
Union membership

Job Information

Wages
$5.90 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%
Savings plan

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
6 months with company
6 months in this position

Narrative Description
Performs word processing duties; and assists engineers in long-range planning activities (i.e., updating cable layout records, updating computer records).

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Reach, sit, turn, see, color vision, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Large group

Standard Training Period
6 months provided by classroom instructor

Standard Amount of Direct Supervision
Moderate

GENERAL CLERK

PHYSICAL HANDICAP - MOBILITY IMPAIRMENT - USES WHEELCHAIR

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Correct deficiencies

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Hand work
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting

Special Training
- Special training provided by employer includes periodic updating of basic technical skills and self-paced course work using tapes.

Job Accommodations
- Desk, table, and work station fitted with "lifters" to raise height to accommodate employee's wheelchair (minimal cost, approximately $150).
- Restroom remodelled by employer to accommodate employee's wheelchair ($700).

Personal Strengths
- Good memory
- Follows directions
- Punctual

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Be open minded; obtain upper management support; and conduct awareness training for employees and mangement team.

LEAD LASER COPIER OPERATOR

PHYSICAL HANDICAP - USES WHEELCHAIR

D.O.T. #207.137-010

Company Information

Company Name
Super Valu Stores Inc.
P.O. Box 990
Minneapolis, MN 55440

Description of Company
Central administrative office for a retail food store chain.

Number of Employees
30,000 total company
700 this site

For more information, contact
Michael F. Orabni
Director of personnel
(612) 828-4018

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Experience with office services or laser copying equipment.

Examinations Required
None

Other Job Requirements
On call

Job Information

Wages
$1,320 per month

Benefits
FICA

Work Schedule
Regular status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
None

Employment History
4 years with company
1 year in this position

Narrative Description
Supervises daily operations of laser copying equipment.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality

Work Group
Works alone, one-to-one

Standard Training Period
1 month (provided by supervisor)

Standard Amount of Direct Supervision
Minimal

LEAD LASER COPIER OPERATOR

PHYSICAL HANDICAP - USES WHEELCHAIR

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Analyze and synthesize information
- Identify alternative approaches or solutions

Computer Tasks
- Enter data into computers
- Access data from computers
- Write programs

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs

Writing Tasks
- Complete forms accurately
- Organize, select, and relate ideas in writing
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine(s) (laser copying equipment)
- Tend machine(s) (laser copying equipment)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Lifting, carrying, standing, walking, kneeling, squatting

Special Training
- Employee attended independent training seminars. Employee received a wage increase and a promotion upon completion of this special training.

Job Accommodations
- None

Personal Strengths
- Good interpersonal skills
- Willing to accept responsibility
- Eager for career advancement to develop own skills and abilities

Financial Incentives for Hiring
- None

MAIL SPECIALIST

HEARING IMPAIRMENT

D.O.T. #209.587-026

Company Information

Company Name
Mead Corporation
Courthouse Plaza Northeast
Dayton, OH 45463

Description of Company
World headquarters of Forest Products Company - producer of paper and related products.

Number of Employees
20,000 total company
550 this site

For more information, contact
D. J. Eifert
Personnel Administrator
(513) 222-6323

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
1-2 years of clerical/mailroom duties

Examinations Required
Physical, drug screening

Other Job Requirements
Driver's license

Job Information

Wages
$1,002 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
2 years with company
2 years in this position

Narrative Description
Sorts and delivers interoffice mail; collects and delivers mail at post office; delivers office supplies as needed; and moves office furniture when required.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, stoop, turn, see, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
10 days

Standard Amount of Direct Supervision
Moderate

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MAIL SPECIALIST

HEARING IMPAIRMENT

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (mailroom and clerical hand tools and equipment)
- Operate machine(s) (postal meter, weight scales)

Special Considerations for This Worker

Limitations
- Hearing

Special Training
- None

Job Accommodations
- Job coaching and placement follow-up services provided by vocational rehabilitation interpreter to provide for employer-employee needs.
- Interpreter provided by vocational rehabilitation for employee benefits orientation to accommodate employee's communication ability.
- Sign language classes for co-workers and supervisor provided by employer during working hours to increase communication with employee.

Personal Strengths
- Works with co-workers
- Works with minimal supervision
- Meets flexible work schedule

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Employer hired two employees who are hearing impaired at the same time. They were assigned the same work area which provided immediate friendship and communication opportunities. Both employees are excellent workers.

SENIOR PROGRAMMER

DEAFNESS

D.O.T. #020.162-014

Company Information

Company Name
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of Company
Telecommunication products and services.

Number of Employees
28,000 total company
20 this site

For more information, contact
John Cooney, Manager
Affirmative Action Program/
Equal Employment Opportunity
(617) 743-4901

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
None

Examinations Required
Physical, vision, job entry level exams, computer programmer aptitude test

Other Job Requirements
None

Job Information

Wages
$3,000 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care, 100%
Tuition aid, 100%
Savings plan

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
5 years with company
5 years in this position

Narrative Description
Develops logic for computer programs; codes solutions into computer language; and tests computer programs for errors.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Moderate

SENIOR PROGRAMMER

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Write programs
- Perform systems analysis

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations

Writing Tasks
- Write legibly
- Complete forms accurately
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Follow intent of oral directions
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Use keyboard skills

Special Considerations for This Worker

Limitations

Interactions with coworkers, writing, hearing, speaking

Special Training

Employee received certificate upon completion of the standard training.

Job Accommodations

An interpreter is provided by the employer for meetings to accommodate employee's communication ability (average $20 per hour several hours per month).

Office moved and walls lowered to eye level by employer to provide employee more interaction ($200).

Career counseling provided by employer to accommodate employee's desire for alternative career opportunities.

Personal Strengths

Computer programming ability
Perseveres
Good attendance
Logical thought process

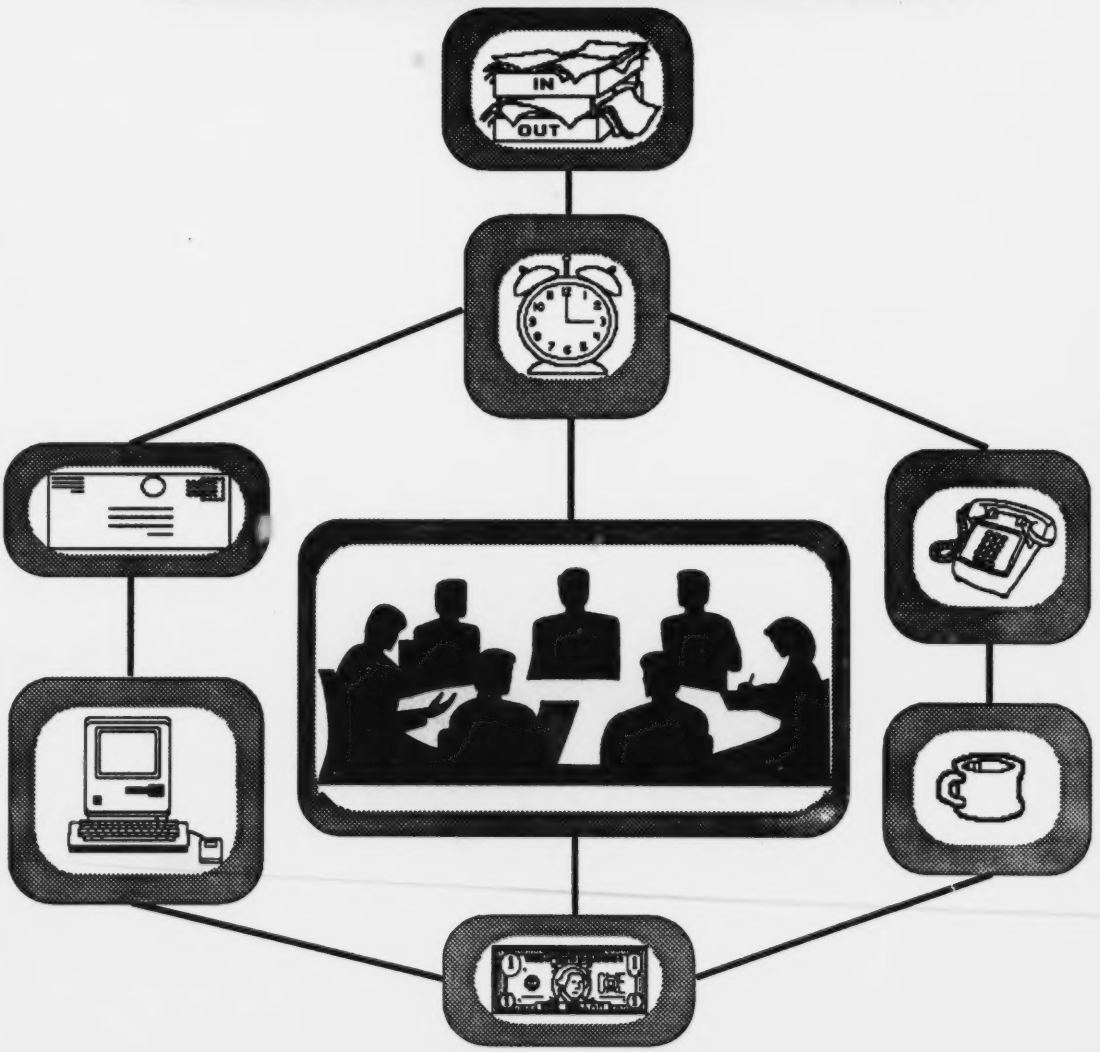
Financial Incentives for Hiring

Targeted Jobs Tax Credit

Other Job Replication Factors

Employee must be willing to work at a terminal following written specifications. Be open-minded; obtain upper management support; and conduct awareness training for employees and management team.

MANAGERIAL



COORDINATOR OF YOUTH PROGRAMS

DEAFNESS

D.O.T. #187.117-046

Company Information

Company Name
National Association of the Deaf (NAD)
445 North Pennsylvania Street
Suite 804
Indianapolis, IN 46204

Description of Company
Provides advocacy for the deaf and member information services.

Number of Employees
25 total company
6 this site

For more information, contact
Dr. James C. Cox
Director Program Development
(317) 638-1715

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
Working with youth, administration; working with individuals who are deaf and hearing impaired preferred.

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$1,800 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 7.5 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
1 year with company
1 year in this position

Work Group
Works alone, one-to-one, and in small and large groups

Narrative Description
Coordinates and administers a national program for deaf and hearing impaired youth, the Junior National Association for the Deaf program and the National Association of Hearing Impaired College Students; develops and administers youth leadership training programs; and serves as director of the NAD Summer Youth Leadership Camp.

Physical Demands
33-1/3% sedentary, 33-1/3% light work, 33-1/3% medium work

Physical Activities Performed
Push, pull, reach, sit, turn, see, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

COORDINATOR OF YOUTH PROGRAMS

DEAFNESS

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use keyboard skills
- Develop visual presentations

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs

Special Considerations for This Worker

Limitations

Hearing

Special Training

Annual job orientation is provided by the supervisor.

Job Accommodations

Interpreter hired by employer to allow employee to communicate with coworkers and others ($15/hr.).

A telecommunication device for the deaf was installed by the employer to accommodate employee's use of the telephone ($250).

Personal Strengths

Works with and relates to young people who are deaf and hearing impaired

Knowledge and appreciation of the deaf community

Skills in written communication, sign language, administration, and program planning

Financial Incentives for Hiring

None

ENGINEER

QUADRIPLEGIA

D.O.T. #638.261-010

Company Information

Company Name
IBM Corporation
740 New Circle Road
Lexington, KY 40511

Description of Company
Develop and manufacture typewriters, keyboards and related supplies.

Number of Employees
238,652 total company
Approximately 5,000 this site

For more information, contact
Bill Engram, Senior Equal Opportunity Specialist
(606) 232-2140

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
None

Examinations Required
Physical, hearing, vision

Other Job Requirements
None

Job Information

Wages
Information considered confidential

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:42 p.m.

Work Setting
Office

Probationary Period
None

Employment History
5 years with company
2 years in this position

Narrative Description
Coordinates contract simulation anaylsis of plastic injection molding process.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, color vision, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
6-10 months standard training for engineering designers

Standard Amount of Direct Supervision
Minimal

ENGINEER

QUADRIPLEGIA

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use keyboard skills
- Develop visual presentations

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

Special Considerations for This Worker

Limitations
Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting

Special Training
Special training provided by employer on computer assisted engineering design systems.

Job Accommodations
Coworker assigned by employer to assist employee in an emergency to accommodate employee's mobility.
Benches raised and special office arranged by employer to accommodate employee's wheelchair use.
Ramps and door openers installed by employer to accommodate employee's accessibility to the building and bathroom.

Personal Strengths
Patience
Determined
Good interpersonal skills

Financial Incentives for Hiring
None

MANAGER, INFORMATION RESOURCES

PHYSICAL HANDICAP - RIGHT LEG IMPAIRMENT

D.O.T. #169.167-034

Company Information

Company Name
Morrison-Knudsen Company, Inc.
P.O. Box 7808
Boise, ID 83727

Description of Company
Heavy construction

Number of Employees
2,382 total company
596 this site

For more information, contact
Bill Larsen, Personnel Department
(208) 386-6029

Requirements of This Job

Academic Credentials Required
Master's degree

Work Experience Required
3-5 years management experience

Examinations Required
None

Other Job Requirements
Driver's license
Own vehicle

Job Information

Wages
$3,420 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
12 years with company

Narrative Description
Manages 16 staff performing records management, micrographics, central filing (i.e., filing vouchers, cancelled checks); coordinates central library; designs and implements filing systems; and advises company staff on cost effective office procedures.

Physical Demands
85% sedentary, 15% light work

Physical Activities Performed
Reach, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
Dry, dust, high places

Special Conditions
High level of stress

Work Group
Works alone

Standard Training Period
12 months

Standard Amount of Direct Supervision
None

MANAGER, INFORMATION RESOURCES

PHYSICAL HANDICAP - RIGHT LEG IMPAIRMENT

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Prepare budgets

Writing Tasks
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting, circulatory problems

Special Training
None

Job Accommodations
None

Personal Strengths
Educational background
Persistence
Communication skills

Financial Incentives for Hiring
None

MEDICAL RECORD TECHNICIAN SUPERVISOR

POLIO - PARALYSIS OF LEGS

D.O.T. #079.367-014

Company Information

Company Name
Virginia Commonwealth University
P.O. Box 3022
Richmond, VA 23284

Description of Company
University with a teaching hospital

Number of Employees
12,000 total company
8,400 this site

For more information, contact
Tyree Felder, Director
Equal Employment Opportunity/
Affirmative Action Supervisor
(804) 257-1347

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Experience in medical transcription

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$1,824.08 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
35 years with company
35 years in this position

Narrative Description
Supervises medical record technicians transcribing medical dictation from central recorders to hard copy using typewriters and word processors; and ensures accuracy and timeliness of transcriptions.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal

MEDICAL RECORD TECHNICIAN SUPERVISOR

POLIO - PARALYSIS OF LEGS

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Perform word processing

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups
- Use and understand medical terminology

Manual Perceptual Tasks
- Hand work
- Operate machine (transcribing equipment, typewriter, word processors, tape recorders)
- Use keyboard skills

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
Worksite placed in accessible building (first floor or elevator available) to accommodate employee's wheelchair.
Transportation to and from work provided by family to accommodate employee's ability to drive.

Personal Strengths
Communication
Leadership
Dependable

Financial Incentives for Hiring
None

OPERATIONS SUPERVISOR

POLIO - RIGHT LEG IMPAIRMENT

JOBS

D.O.T. #222.137-034

Company Information

Company Name
New England Medical Center
750 Washington Street
Boston, MA 02111

Description of Company
Tertiary care hospital

Number of Employees
3,500 total company
20 this site

For more information, contact
Madison F. Thompson
Employer Relations Specialist
(617) 956-5670

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
Supervisory and inventory management experience

Examinations Required
Physical, vision, routine blood test

Other Job Requirements
None

Job Information

Wages
$2,000 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Flexible banking plan

Work Schedule
Permanent status
5 days a week, 7.75 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office/supply room

Probationary Period
3 months

Employment History
6.5 years with company
1.5 years in this position

Narrative Description
Supervises 20 employees throughout facility; manages inventory and distribution of supplies, intravenous solutions and linens; and operates computer for distribution of supplies and inventory management.

Physical Demands
20% sedentary, 5% light work, 75% medium work

Physical Activities Performed
Push, pull, reach, climb, stoop, kneel, crouch, sit, turn, see, color vision, hear, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, dust, dirt, odors, noise, moving objects, cramped quarters, high places

Special Conditions
High rate of production
High level of stress

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal

OPERATIONS SUPERVISOR

POLIO - RIGHT LEG IMPAIRMENT

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Prepare budgets

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (material handling and inventory control tools and equipment)
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
Limited stamina

Special Training
None

Job Accommodations
None

Personal Strengths
Motivates others
Organizes and prioritizes duties
Communicates well with others

Financial Incentives for Hiring
None

PATIENT SERVICES COORDINATOR

QUADRIPLEGIA

D.O.T. #045.107-010

Company Information

Company Name
University of Wisconsin Hospital
600 Highland Avenue
Madison, WI 53705

Description of Company
Hospital

Number of Employees
200 total company

For more information, contact
Dan Eckert
(608) 263-8640

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$1,100 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
1 year

Employment History
2 years with company
2 years in this position

Narrative Description
Provides peer support and acts as a role model for new spinal cord injury patients.

Physical Demands
100% sedentary

Physical Activities Performed
None

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

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PATIENT SERVICES COORDINATOR

QUADRIPLEGIA

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- None

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Perform systems analysis

Special Considerations for This Worker

Limitations
Feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
Computer and special telephone provided by employer to accommodate employee's mobility skills.
Public transportation for work used by employee to accommodate employee's driving ability.

Personal Strengths
Communication ability
Leadership
Problem solving skills

Financial Incentives for Hiring
None

TELEPHONE SALES SUPERVISOR

PHYSICAL HANDICAP - LOWER SPINE DISORDER

D.O.T. #299.357-014

Company Information

Company Name
News-Press
2442 Anderson Avenue
Fort Myers, FL 33901

Description of Company
Newspaper publishing

Number of Employees
550 total company
550 this site

For more information, contact
Jo-Ann Bradley
Human Resources Director
(813) 335-0288

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Sales, telephone sales, management experience preferred.

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$1,590.90 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care
Hearing care
Tuition reimbursement
Adoption assistance

Work Schedule
Permanent status
5 days a week, 7.5 hours a day

Work Setting
Office

Probationary Period
90 days

Employment History
4 years with company
4 years in this position

Narrative Description
Supervises, motivates, trains, and manages 40 telephone sales representatives.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Sit, see, hear

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Large group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate

TELEPHONE SALES SUPERVISOR

PHYSICAL HANDICAP - LOWER SPINE DISORDER

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Complete forms accurately
- Produce intelligible written documents

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use job-specific hand tools and equipment (office and telephone sales hand tools and equipment)
- Operate machine (telephone systems)

Special Considerations for This Worker

Limitations
Standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
None

Personal Strengths
Motivates, manages, and encourages employees
Outstanding teacher of sales techniques

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Section III

Strategies for Effective Partnerships for Persons with Disabilities

TECHNIQUES FOR SUCCESSFUL PARTNERSHIPS

The labor force in the United States is growing more slowly than at any time since the 1930s, and workers lack the basic skills necessary for the nation to compete internationally ("Building a Better Work Force," 1988). If dramatic changes do not occur, businesses may either move overseas to find qualified workers or import those workers into the country. In either case an opportunity for employment of persons with disabilities will be missed. Agency or school partnerships with employers is one way to improve the quality of the labor force and increase employment of persons with disabilities. Successful partnerships occur in a variety of ways, but in each case the goal is to improve the quality of the work force.

A partnership between an agency or school and an employer is an agreement to achieve a mutual goal related to the job market. Job training and employment partnerships should reflect present and projected employment needs. Effective partnerships should be based on a win-win situation, in which all members contribute resources and receive beneficial outcomes. Figure 6 lists the characteristics of successful partnerships.

Figure 6
Eight Ways to Make Partnerships a Hit

Participants work together to identify problems that are common to the group.

All possible solutions are explored and the most beneficial ones for the participants are selected.

A constant desire to maintain the committments of the partnership exists.

Ideas are shared between groups at the state and local levels.

The interagency team encourages and supports local service providers and persons with disabilities.

The community supports education and employment of persons with disabilities.

Participants desire to decrease overlapping services and do not fear job loss.

Partnership groups have compatible objectives and can mutually benefit.

Commitment and professionalism are two dominant themes of successful partnerships. The agency or school must be willing to commit the time, personnel and money necessary for the partnership to succeed. Business-like professionalism is required when working with employers. Figure 7 provides examples of incorrect ways to work with employers.

Figure 7
Eight Ways to Miss Partnerships

Mistrust	Two different languages are spoken, with "affective domain" and "bottom line" not relating. Red tape, constant approvals, and lack of defined roles also occur.
Misestimation	Unexpected amounts of staff, time, or dollars are needed and not mutually resolved.
Mismanagement	Assume that the project and funds are not a priority and delegate responsibility to an unqualified staff peson.
Mistreatment	Do not return telephone calls or incorrectly address people in letters.
Misusage	A teacher leaves the room during an outside speaker's presentation or an agency has an advisory committee rubber-stamp the curriculum.
Mistakes	Cover up mistakes and let them multiply.
Misvalue	Lose interest in the purpose and goals of the partnership. Stop supporting the working relationship.
Miscarriage	Fail to achieve a small project, personality match, or a major prorgram, then refuse to work out other ways to reach the goal.

(adapted from Jasso, 1983)

Mutual goal setting is the foundation of successful partnerships. All parties must contribute in meaningful ways to determine and achieve the group goals. Employers should adopt strategies that benefit their business as well as the agency or school. See Figure 8 for examples of employer strategies.

The majority of people with disabilities do not receive employment services from an agency or school. Parents or significant others are often the primary developer of job placements for persons with disabilities, so they need to build partnerships with the school, community, and employers. Examples of parent strategies can be found in Figure 9.

Figure 8
Employer Strategies for Partnerships

Tap state and local resources - state agencies for vocational rehabilitation, area associations for persons with disabilities, and consumer organizations - to identify qualified individuals with disabilities.

Find out about practical accommodations that have been used successfully in business and industry to enable people with disabilities to work. Call the Job Accommodation Network (JAN) at 1-800-526-7234, sponsored by OSERS and the President's Committee on Employment of Persons with Disabilities.

Learn from the experience of larger companies which have employed people with disabling conditions successfully.

Participate in cooperative education programs, transitional employment and supported work programs with local school districts and other human service agencies.

Contact employment agencies and the State Employment Service to identify competent people with disabilities.

Work with service providers to develop a task analysis for jobs in your industry, identifying the level of competencies for specific tasks and calling on service providers to assess what persons with different types of disabilities can perform these jobs.

Provide awareness training to front-line supervisors about rights, accommodations and needs of workers with disabilities. Teach them how to work with disabled individuals and how to train for ability, not disability.

Participate in local planning teams with parents, vocational rehabilitation representatives, etc.

Take part in seminars and similar programs on disability awareness (e.g., such as those given by the Illinois Department of Rehabilitation Services JOBS-NOW program.)

Explain to parents and service providers what you as an employer look for and expect to see in employees, in terms of skills, behavior, attitude, etc.

Try to maintain natural proportions of employees on the work site, so that there are not clusters of persons with disabilities. For example, provide "integrated work with support" where the person with disabilities works within sight, sound, and touch of nondisabled co-workers.

Network with business groups within the community and encourage business-to-business contacts. Share your successes with them. Peer influence can be mutually beneficial.

Appoint someone in your company to coordinate efforts involving the hiring of persons with disabilities, worker awareness and training and attitudinal projects.

Learn the appropriate language: don't call people with disabilities "children." Refer to the person first, the disability second.

(President's Committee on Employment of the Handicapped, 1987)

Figure 9
Strategies for Parents to Develop Employer Partnerships

At a personal level:

- Provide reasonable daily responsibilities for your children. Don't spoil them.
- Allow for freedom of choice. Encourage the child to say: "I'll try," rather than "I can't."
- Help children develop skills in personal care, hygiene and social interaction. Start to teach skills at the level where the child is and build from there.
- Give the child time to complete a task. Don't make excuses for your child.
- Practice problem solving and teach survival skills: use of money, time, telephone, cooking, travel, taking daily medications.
- Don't make your child's job a reflection of yourself.

With the school system:

- Work with the school system to make the IEP specific to the real world.
- Don't wait until graduation. Use the school system and counselors to build for the future.

In the community:

- Extend your child's responsibility out into the community, through after-school employment and volunteer possibilities.
- Find positive role models in integrated community settings.
- Enlist the support of siblings and friends in mainstreamed activities.
- Create experiences for separating from the family: overnight camp, staying with a relative or friend, scouting programs.

In the business world:

- Don't expect the employer to understand your child as well as you do.
- Don't expect the employer to be perfect.
- Provide information to employers about legislation, job coaching, and other available resources.
- Become familiar with the concepts of transitional programs and how they relate to community-based instruction and to improving the quality of life for young people.
- Be advocates for improved services.
- Act as advocates for your children.
- Take advantage of the program and project resources in transitional employment.

- continued-

Figure 9 , contd.

- Become knowledgeable and be involved at an early stage in vocational planning and helping your children develop employability skills, e.g. grooming, getting places on on time, doing things on time, completing tasks, etc.

- Participate in the job planning process.

- Work closely with job counselors and young people in skill development, especially before and during the interview process.

- Use your own business associates, friends, neighbors, relatives, and other contacts to help find employment opportunities.

- Be openly supportive of your children and encourage them to take risks and explore the world of work.

- Investigate community employment needs.

- Learn about Supplemental Security Income incentives for employment that have been made permanent under 1987 legislation.

- Follow a systematic transition planning sequence to establish and manage long-range transition plans.

- Involve employment agencies in the transition process.

- Investigate selected placement programs available through public agencies.

- Explore potential self-employment options -- the possibility of a young person developing his or her own business or work-at-home businesses on a commercial or professional level.

- Participate in local, state and national activities in order to network with other parents and professionals.

(President's Committee on Employment of the Handicapped, 1987)

DEVELOPING A LOCAL EMPLOYMENT COMMITTEE

Introduction

As part of any successful partnership, a local employment committee provides effective communication with employers. Public schools and community service providers depend on employment opportunities that exist locally. Labor market information and employment trends are one-way sources of information. Successful job training and placement require effective interaction with local employers. An employment committee's effectiveness depends on the goals set and steps taken to achieve those goals. A list of some practical goals for an employment committee follows:

1. Identify community resources for the employment program. Ask businesses to provide speakers at the agency or school or arrange for on-site practice interviews. The employer as well as interviewee could be evaluated.

2. Evaluate the job training program content from an employer perspective.

3. Review and provide recommendations on program materials, facilities and equipment. Identify changes to be made to meet local employer needs.

4. Assist with placements in cooperative work experience and full-time employment. Individual employer placements and job fairs are two examples.

5. Develop and sponsor community public relations programs to promote the employment program.

6. Determine local employment trends and opportunities. Project potential job markets and relate the information to the employment program.

7. Identify possible funding sources within the community that can provide special assistance to the employment program.

The agency or school must contribute to the employment committee. Stating agency or school contributions demonstrates the mutual win-win situation. The agency or school can provide competently trained job candidates, publicity about the employers' involvement or educational resources for the employers. The agency or school should also provide a staff liaison. The staff must be organized, get information to the committee and the agency or school when needed, and help facilitate committee meetings.

Committee Start-Up

The first step in developing an employment committee is to identify the specific role, function, and purpose of the committee. An example would be to advise on employment opportunities and identify speakers for the training site. Administrative approval for the

employment committee should be obtained if required. A written statement of purpose can be developed containing a specific description of the committee's duties and functions.

The type of employment committee to be developed depends on the local resources available. Existing career, occupational, or special education advisory committees may currently be addressing employment issues for persons with disabilities. Assess these committees to determine if they can fulfill the role, function, and purpose previously identified. Approach suitable committees to explain the employment committee purpose and develop a mutually agreeable relationship.

Some local areas may not have an existing advisory committee that can serve as an employment committee. In these areas a new employment committee will need to be formed. The new advisory committee will be able to focus specifically on the employment program.

Identifying Potential Members

The size of the employment committee will vary based on community size, the employment program, and purpose of the committee. In general, membership of five to fifteen is most effective. Use community resources such as the Chamber of Commerce or service clubs to identify potential members. A cross section of the employment community should be represented. Individuals should be selected based on some combination of objective criteria, including the following:

1. Represents an employer or employment agency in the community;
2. Demonstrates an interest in employment of persons with disabilities;
3. Expresses an interest in the employment program and a willingness to serve on the employment committee;
4. Is willing to devote an acceptable amount of time to the employment committee;
5. Has potential contacts in the business community for public relations, employment trends and opportunities;
6. Possesses relevant background experiences that will assist the committee.

Schedule an individual meeting with each potential member to discuss the employment committee's statement of purpose, length of terms for committee members and tentative meeting schedule. Provide written materials describing the employment program and other relevant information. Share the names of other employers who are interested or have agreed to serve on the committee. In addition, inform the employer that an on-site orientation to the employment program will be provided for them. An orientation for individual employers promotes the program in a personal manner.

Once individuals have been interviewed, invited to be members and have accepted, they should receive formal notification. Prepare initial notification and future correspondence with committee members in a business-like, professional manner, using agency or school letterhead (see Figure 10).

Figure 10
Sample Notification Letter

(letterhead)

July 14, 1988

Cheryl Skow
4615 Oakridge Drive
Madison, WI 55433

Dear Cheryl:

Welcome to our Employment Committee. Your willingness to assist will improve the employment outcomes for our students. It is essential that we obtain input from employers to keep our program and staff up-to-date on local employment trends and resources. Your participation will be of great value in this effort.

We are asking you to serve as a representative for FVS Foods and employers in general. Information regarding the employment committee and first meeting are enclosed. I will contact you shortly to set up an orientation to our employment program. The time you are giving to the employment program will benefit the participants, other employers, and the community. Please call me at 222-3321 if you have any questions.

Sincerely,

Bill Nichols
Employment Program Teacher

Activating the Committee

The statement of purpose and agenda for the first meeting provide the initial structure for the employment committee. Including these items in the appointment letter demonstrates a commitment to effective planning and prepares members for the first meeting.

The first meeting should be attended by all members since introductions will be made and meeting procedures determined. Scheduling the first meeting well in advance allows employers to adjust appointments accordingly. A tentative agenda for the first meeting follows:

- Introduction of all members (agency or school temporary chairperson),
- Welcome and statement of purpose (agency or school administrator),
- Overview of the employment program (agency or school staff person),
- Discussion of the employment committee concept and operating guidelines (i.e. attendance, responsibilities),
- Discussion of short and long term goals and objective,
- Development of initial action plan,
- Discussion of agenda for next meeting,
- Set date, time and location for future meetings,
- Adjournment.

At the first meeting the members choose a chairperson and determine the direction of the committee. The agency or school provides a listing of possible annual goals. The committee then selects, prioritizes and develops these goals. The agency or school staff can help write objectives that will meet the goals. These goals should include the number of meetings, additional resources, and responsibilities of members and the agency or school.

Defining the objectives needed to reach the annual goals provides the employment committee with a plan of action. At this point agency or school staff become information providers. The employment committee must develop its own leadership and work together to resolve interpersonal dynamics that inhibit progress. Several publications on conducting effective meetings are available, including those listed in the resources section and references list of this publication. The agency or school can suggest methods of organizing group meetings, but should not dictate operating procedures. The original statement of purpose should not imply that the employment committee will simply agree to anything the agency or school dictates.

Continuing Effectiveness

The agency or school can help maintain the effectiveness of the employment committee. Often a committee ceases to function after a few meetings. To prevent this, the agency or school should provide recognition, seek publicity for the program, rotate membership, evaluate progress and implement committee recommendations.

Recognition of members can occur in many forms. A press release can be developed after the first meeting to announce the committee's purpose and membership. Certificates of participation can be presented to members during their term. A recognition dinner can be held for the committee, agency or school staff members, parents, students, employers and others involved in making the program successful. A sample recognition dinner agenda follows:

- Reception,
- Dinner,
- Welcome, introduction of employment committee,
- Keynote speaker,
- Student awards presented by agency or school,
- Employer awards presented by students,

- Agency or school awards presented by employment committee,
- Plans for next year,
- Conclusion.

Publicity for the employment program can be achieved through press releases. Develop a list of the contact person at local radio, television, and newspaper offices. Send press releases to announce committee activities, request advance coverage of a special event, or describe progress towards annual goals. Possible news items include job placements developed, employers speaking at the agency or school, funds donated, program changes for employer needs and award banquets. Press releases should include the following:

1. Name, title, address and telephone number of person to contact for more information. This person may be an agency or school representative or an employer on the committee;

2. Date of release;

3. A short description of the information, including the names of employers, employees, or agency or school staff involved. Use examples of agency or school news in a newspaper to write clear, brief statements;

4. Pictures of the event suitable for printing.

Maintain a record of press releases and notices of events in a publicity file. Include written permission statements from parents or students allowing them to be named in the release. Newspaper clippings and descriptions of radio or television coverage should also be included. The publicity file will be a useful reference for the committee.

Rotating membership on the employment committee will keep interested people involved and maintain a consistent structure. Members are most effective when they know their involvement is for a specified amount of time. Limited terms also prevent excessive influence by any one employer. Initially members should be appointed for terms of three different lengths. Future members will serve the maximum term unless a shorter individual term is agreed to. Each year only part of the employment committee will be new members, providing continuity for the committee.

Evaluation of progress towards goals must occur periodically if the employment committee is to produce results. Informal evaluation should occur at the end of each meeting by reviewing the agenda and suggesting changes. Each member should have specific duties to perform prior to the next meeting. Initial objectives may be modified as needed. As an objective is reached, a written evaluation of its appropriateness, methods used to achieve it, results, and suggested changes should be completed. This information can help the present committee evaluate progress and also provides a record of accomplishments for the benefit of future committees.

The timetable set for achieving annual goals will change during the year. The employment committee may take longer to achieve some objectives, while others will be readily accomplished. Members can adjust goals in both situations. If the annual goals will not be met due to time, money, or other factors, break them down into more achievable segments. If annual goals are reached early, develop additional goals. This will maintain the committee's productivity.

An employment committee will stop functioning if it does not influence agency or school operations. The agency or school determines which committee suggestions to implement. These decisions must be made in a professional manner that recognizes the committee's work. If an agency or school repeatedly ignores committee activities, no partnership exists.

Figure 11 lists twenty ways that the agency or school can work with employers. Some of these methods may be a result of the employment committee's recommendations while others demonstrate agency or school initiatives. In either case the responsibility for action lies with the agency or school. The commitment to specific methods such as these is essential to an effective continuing partnership.

Conclusion

It takes time and effort to develop an employment committee. A statement of purpose should be developed that attracts active, involved employers. Select members who can contribute to the stated purpose of the group. The agency or school must set the tone for the employment committee by arranging and conducting orientations and meetings in a professional manner. A successful employment committee sets goals and objectives, then works to achieve them. The agency or school assists by providing needed resources, giving recognition, seeking publicity, rotating membership, evaluating progress, and implementing recommendations.

Employers can provide numerous resources to an employment program. Agencies and schools must tap into the employer resource. The link between the employment program and the employment committee is obvious. The agency or school will facilitate the employment committee's activities to increase the employment of persons with disabilities.

Figure 11
20 Ways to Work with Employers

1

Plan a cooperative work program for your vocational students if you do not already have one. The experience can be paid or unpaid and need not last an entire semester. In fact, a shorter term ensures that more students have a chance to participate and that regular employees are not displaced. (Check with your state department of education about state regulations.)

2

Use your advisory committees at least twice a year. Ask them to evaluate your program's curriculum, tools and equipment.

3

Ask local employers if state-of-the-art equipment can be loaned or leased to your school or to a group of schools. If labor contracts allow it, explore the possibility of teaching postsecondary students on in-plant equipment during offshift hours. Be sure to involve your school administrator in any negotiations.

4

Ask vendors of tools and equipment to help you keep your students up to date. Most sales representatives will be happy to put on demonstrations for your students.

5

Ask industry representatives to speak to your classes on the latest technology, rather than on information that is already available in textbooks. When you have guest speakers, offer to fill in for them on the job while they are with your classes. Such an exchange can be especially helpful when several class periods are needed to discuss new information fully.

6

When funds for field trips are not available, ask a local professional organization or trade union related to your vocational program to help provide transportation for your students.

7

Ask local employers if you and your students may participate in special programs they offer to upgrade their staffs. Return the favor when your institution gives inservice training to instructors.

8

Ask local businesses and utility companies to insert information about your programs in one of their monthly billings. Volunteer your students to help stuff envelopes.

9

Ask human service agencies to distribute promotional material for you. In return, refer people to them and act as an advocate for their services when appropriate.

10

Periodically make the rounds of local service organizations and unions to explain what your needs are and what vocational programs do for the community.

11

Encourage your students to take part in state and local professional competitions such as truck-driving rodeos, culinary contests and judging events. Volunteer to be a judge yourself.

12

Ask a radio or television station or a newspaper to co-sponsor school events that ought to have media coverage.

13

Establish cooperative activities with local youth organizations. For example, at Fox Valley Technical College, Boy Scouts serve as "patients" during the certification test for emergency medical technicians. (While the scouts are being bandaged and splinted, they become familiar with a possible career and a vocational program.)

14

Get acquainted with sources of information outside the school. For example, when funds for career materials are tight, refer students seeking information to local libraries, government agencies and employers.

15

Ask employers if you can borrow training films and materials they have received from their home offices. (It is an exceptional advertising opportunity for the company.)

16

Seek out active people who have retired from education or business. Ask them to help accomplish projects you don't have the time to do alone.

17

Ask instructors who belong to community groups to serve as liaison between the school and the organization.

18

Ask local professional groups if you can use their mailing lists for promotional purposes. (They may be willing to exchange their lists for your own.)

19

Encourage community groups to use your facilities for meetings and other events. This will help establish a relationship that can be helpful when you need volunteers or donations for scholarships or equipment.

20

Look into the possibility of exchanging services or surplus equipment with other educational institutions or community groups. Perhaps you have something that they need, and vice versa. For example, a school might trade typing services for some landscaping work.

(Paris, April, 1983)

Section IV

Model Partnerships

HOW TO USE THE MODEL PARTNERSHIPS

This section describes eight successful partnerships with employers that are currently operating throughout the country. These descriptions include Projects With Industry, corporation training programs, school collaborations, supported employment programs and national associations. The model partnerships are categorized by industrial, service, clerical or managerial employment areas. Each description of a model partnership uses the following format:

- Contact information,
- Description of the partners,
- Partnership activities,
- Benefits and outcomes,
- Exhibits.

The model partnerships describe successful approaches to improving employment of persons with disabilities. The partnerships illustrate a variety of activities between the agency or school and employers to promote a win-win situation. After identifying local sources, evaluate the outcomes to determine which model partnerships best fit local needs.

In addition to the model partnerships described, three additional resources should be explored: small businesses, service groups, and inter-agency agreements. Each resource can provide successful employment opportunities in a variety of ways.

Small and medium-sized businesses in a partnership can represent a cross-section of local employers. Companies that employ fewer than fifty people make up 94 percent of the total number of businesses in the United States. There are over four million of these companies, as opposed to under 200,000 companies that employ fifty or more people. According to Dunn's Business Month (April 1986) 64 percent of all new jobs will be in companies of fewer than 100 employees. Small businesses hiring employees with disabilities are located in every community.

Also consider local service clubs, such as the Lions Club and the Business and Professional Women's club. These organizations focus on projects that will improve the community, and may be possible partners. As an example, Rotary One in Chicago developed Project DEED, a partnership with rehabilitation agencies providing job referral and placement for qualified workers with disabilities. Service clubs can provide advice or assistance with fund-raising, program management, and transportation.

Funding constraints, unemployment trends, and unnecessary duplication of services require local inter-agency partnerships. Figure 12 describes the steps to use when developing this type of partnership.

Figure 12
Steps to Successful Inter-Organizational Partnership

Perceive other organizations as peers and potential partners rather than as disinterested elements, annoying barriers, or ultimate competitors.

Assess and acknowledge your organization's capabilities and deficiencies so as to be aware of and honest about what you can give to and would like to get from collaboration with other organizations.

Research what bases for partnership already exist (e.g., close personal ties, positive past experiences, legislated incentives) and would be best built on, determine which organizations offer the best prospects for your future directions, and plan an informed approach to individuals associated with these target groups.

Take the initiative and risk of reaching out, organizing activities and making concrete commitments to developing or strengthening the collaborative relationship.

Network openly by keeping in touch with current issues, leaders and opportunities in your organization, community and professional field, and by adopting the following six strategies as habits.

Exchange information and maintain contact on an ongoing basis, and establish a climate of mutual respect and support.

Review and/or redefine current programmatic needs and available resources periodically, in light of the additional sources of supply and demand represented in the emerging or expanding partnership.

Share resources (human, fiscal, material) as well as responsibilities for carrying out cooperative commitments.

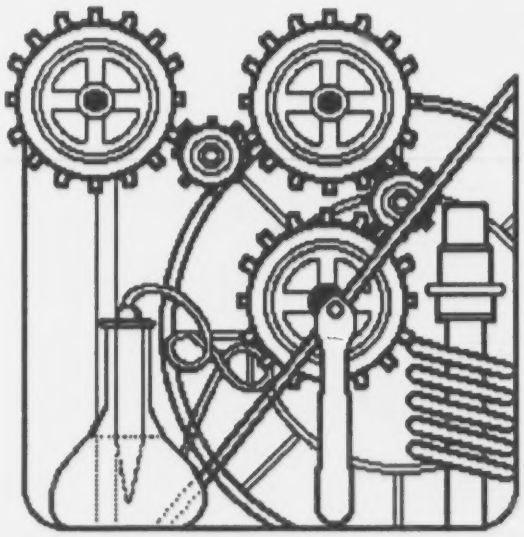
Have regular meetings (e.g., every 2-3 months) and interim contact with an active advisory committee that includes responsive and influential representatives of the organizations involved in the partnership.

Invest your own and/or staff time, energy and ingenuity toward continued networking and reinforcement of the cooperative relationship.

Promote morale and patronage by publicizing productive outcomes of the partnership in a way that rewards the work of active participants and attracts the interest of new colleagues.

(McCarthy, 1985)

INDUSTRIAL



HONEYWELL BULL AND THE HORACE MANN SCHOOL FOR THE DEAF AND HEARING IMPAIRED

Contact Person

Louis Bianchi, Director
Horace Mann School for the Deaf and Hearing Impaired
40 Armington St.
Allston, MA 02134
(617)787-5313

Description of the Partners

Honeywell Bull is an international company manufacturing information systems and printed circuit boards. Products include mainframe and personal computer hardware and software. The Honeywell Bull plant in the Allston-Brighton areas of Boston employs over 200 persons.

The Horace Mann School for the Deaf and Hearing Impaired was established as a public school in 1869. The School's mission is to provide quality education within a setting that meets students' individual needs and to educate them in the same community in which their hearing brothers and sisters are educated.

As the oldest public day school for the deaf in the United States, the Horace Mann School is a member of the Boston Public Schools and is a Massachusetts Department of Education approved 766 Private School. Its students are admitted from any city or town within commuting distance of Boston. Horace Mann School is part of the Jackson-Mann School Complex.

Children from birth through age 22 receive comprehensive services that include full evaluations, individualized education plans, and a supportive and encouraging environment. The School follows the same curriculum as do other Boston public schools, except in individual cases in which a different course of study would be more beneficial to the student. The program uses the system of Total Communication - involving speech, lip reading, auditory training, and sign language - and emphasizes language development and recognition of membership in a deaf culture.

The high school program includes full academic programming, career development, vocational exploration, vocational skill training, job placement, job support and transition planning. The vocational department provides skill training, job counseling, job placement, and job support in five broad career clusters:

1. Business and Office Practice,
2. Food Service,
3. Industry Related Occupations,
4. Marketing and Distribution,
5. Micrographic Technology Including Banking Operations.

The program has a designated industry-education coordinator and a vocational team leader. Each skill training area has the following components:

1. A certified vocational teacher,
2. An advisory committee made up of representatives from business and industries,
3. An industry-education partnership.

The five vocational educators are responsible for job training, job counseling, job placement and job support in their skill training area. The vocational department believes the job training must be current, dynamic and responsive to the immediate needs of local businesses and industries. The School depends upon its partnerships with industry to obtain consultation, curriculum development input, job placements and social development skills necessary for sustained employment.

Partnership Activities

The partnership with Honeywell Bull started in 1977. The staff from Horace Mann provided seminars and workshops for key Honeywell Bull personnel about the capabilities and benefits of deaf employees as well as the minor accommodations needed to hire a deaf person. Once the training was completed and a few deaf students were hired, Honeywell Bull began to identify jobs in their company for which they needed qualified personnel; i.e., ringout technicians and electro-mechanical assemtlers. Honeywell Bull saw the need to upgrade the business education department at the Horace Mann School so deaf students could learn on state-of-the-art equipment. A third need, identified by the Horace Mann School's Evaluation Unit, was to develop a supported employment program for severely multihandicapped deaf adolescents.

To address these needs the following partnership activities took place:

1. Executives and technicians from Honeywell Bull joined the School's vocational training project by providing direct, in-depth consultation to the vocational education staff.

2. Competency based curricular goals were established for deaf students in electro-mechanical assembly, ringout technician and a variety of entry level jobs.

3. Honeywell Bull donated a full $4000 job training center at the Horace Mann School to provide instruction in electro-mechanical assembly.

4. Honeywell Bull provided part-time employment, on-the-job training, and work-study placements for deaf students in their Brighton plant. The students have the opportunity to work at Honeywell Bull upon high school graduation.

5. Since 1985 Honywell Bull's Community Relations Department provided services worth $8000 anually for in-house youth employment training, yearbook production and a summer ttoring program.

6. In 1977, the Horace Mann School and Honeywell Bull hosted a Winston Churchill Fellow (Ms. Brenda Rowe) from England. Ms. Rowe was sent to Boston to study deaf education as it relates to transition from school to work so that she might model the industry-education partnership in England.

7. Honeywell Bull provides full-time jobs to deaf individuals in five different job clusters: clerical, electro-mechanical assembly, maintenance, distribution, and micrographics.

8. Honeywell Bull provides sign language classes for its employees, surveys its plants to upgrade safety requirements for acoustically impaired employees, and installs and provides TTY's/TDD's (Telecommunication Devices for the Deaf) to facilitate communication between employee and employer.

9. Incentives for Horace Mann at-risk students to stay in school were provided by Honeywell Bull.

10. Honeywell Bull staff received training from Horace Mann School personnel on Section 504 regulations and how they apply to deaf employees.

11. Honeywell Bull collaborated with the Horace Mann School to upgrade employment of deaf people and to establish a new job training program to train deaf people to be ringout technicians.

12. Honeywell Bull donated a comprehensive Business Lab (valued at $60,000) consisting of ten microcomputers, ten printers, software, office furniture, and a life time service contract. This effort upgraded the Horace Mann School's Business Education Department.

13. Honeywell Bull provides to the Transition Skill Development and Supported Work Program a liaison, classroom space, job training sites, and daily consultation. The six students spent 30% of their day in school at the Horace Mann School and 70% of their day at Honeywell Bull for hands on job experience including job shadowing and peer counseling. (See Exhibit 1 for a detailed action plan for the program.)

14. Honeywell Bull has donated over $200,000 to Channel 5 TV to close caption the six o'clock news, the seven o'clock world news and Chronicle on a Monday-Friday basis. (See Exhibit 2 for a related company newsletter article.)

Benefits and Outcomes

The partnership has provided the following outcomes:

1. Student benefits have been many: the development of a positive work ethic, the ability to earn money in their senior year to help the family, an increase of 30% in attendance rate, a decrease in the suspension rate, a 0% dropout rate, the development of pride in work and feelings of self worth, and a 90% job placement rate at high school graduation.

2. Teachers have revised the curricula to make it more applicable to real jobs, improved their attitudes about student capabilities and expectations, retrained themselves in specific vocational areas using consultants from Honeywell Bull and learned a better and a broader understanding of the world of work.

3. The school administration has been enlightened by meeting with personnel from industry. They have learned the importance of maintaining a dynamic, supportive school environment that is not afraid to reassess and change as societal and local needs change. Three new partnerships with companies have been formed in 1988.

4. Parents have participated in meetings with industry representatives to learn about the future employment of their deaf sons and daughters and have become involved in the transition process.

5. The vocational skill training curriculum and related academic instruction have been revised and updated to reflect today's job market and the social behaviors necessary to maintain a job.

6. New career counseling was added to the school services.

7. Vocational teachers revised and expanded their duties to include job development, job counseling, job placement and interaction with industry.

8. Students find education more meaningful since it relates to obtaining, performing and keeping real jobs.

9. All departments of Honeywell Bull understand better the capabilities and the benefits of hiring deaf people.

10. Honeywell Bull has made accommodations to employ deaf persons. Employees have gained an understanding of the unique communication needs of deaf people and have taken sign language classes.

Exhibit 1

Supported Work Action Plan with Honeywell Bull Corporation

The following is a step by step explanation of how the Supported Work Project is being "put into action" successfully including examples of communications and reports.

1. It is imperative to maintain a daily log. Write down student progress, specific tasks students worked on, and behavioral problems which may have occurred. Note positive and negative aspects of the work day. Record who you met with, and the reasons for meeting. Be sure to include any employer reservations or concerns that may be communicated. Begin the log when students begin school. Record all steps taken to prepare each student for supported work.

2. The teacher meets with business liaison for a tour of facility. He or she looks at several jobs to develop familiarity with what the business is and how it operates as a whole. View jobs with intent of matching a job to the student (job analysis).

3. Prepare a "student profile" for each student. Be concise and honest. Present the profile to the supervisor and other pertinent staff. Meet with the business liaison and discuss each student. Decide on an appropriate job for training based on this information. Do not give any false expectations.

4. Decide on a pay schedule for the students. Set up a time period for "raises". For example: $2.80/hr. days 1-30; $3.35 days 31-90. After day 90, students could be chosen for work study at $6.35 /hr. depending on success rate of individual students.

5. Write thank you letters to the director of operations and expanded staff. This is imperative. The teacher must develop positive "P.R." with all in the business who will be involved with students.

6. Write a letter requesting "space" for a teacher "work area". The teacher should explain what an optimal area would include (i.e., TTY, phone, desk).

7. Develop a letter to explain the program to the parents. Explain all pertinent aspects that parents need to be aware of. Have parents sign the letter granting permission for the student to participate, and return it to school. Keep it on file.

8. The teacher and staff involved with the student (graduate students, aide, peer counselor) and students take a tour of the business environment. Observe workers, tour the cafeteria, and locate bathrooms.

9. The business liaison and/or teacher gives an overview of what the teacher's role in the program will be to supervisors/personnel who will be in direct contact with students. Clear up any concerns or reservations. It is imperative that the teacher "relate" well to business employees.

10. The teacher and any staff assisting with training participate in thorough training session provided through the business. The teacher et. al. must learn specific jobs that students will be trained in and demonstrate mastery before teaching of skills to students. In this program, the approximate time allotted for training is ten hours. The teacher must be given time during the school day to attend training sessions.

Exhibit 1, contd.

11. Maintain a log of all meetings related to the grant. Include the date, who you met with, the topic, and the length of the meeting. The teacher must be thoroughly knowledgeable of all aspects of the grant.

12. There must be regular communication evident between the business, school and university. Meetings should enable discussion of any concerns whatsoever regarding development of the program. A system of protocol must be developed for communication purposes. One person from each discipline must be contacted regarding meetings - where, when, etc.

13. Before students begin the program, have them write thank you letters to the business liaison.

14. Before beginning the program, provide each student with ample time to develop competence with the job he or she will be doing. In this case, students "practiced" with circuit boards, components and tools five days a week, one hour per day for approximately three weeks. Practice sessions were held in the vocational shop and used materials given to the school by Honeywell Bull.

15. While training in school for the job, provide classroom time to explain rules and regulations of the company where students will work. Adjust materials to specific student needs. The Employee Handbook was rewritten to include work procedures, paycheck information, work rules, absences, Honeywell Bull policies, and proper conduct on the job. The printed wire assembly training program was rewritten. Parents receive a copy of the work rules and Employee Handbook with coding, details and drawings to help students learn and maintain quality and quantity of work.

16. The business liaison from Honeywell Bull and the verification specialist come to school to observe students performing tasks they have been trained for. Together they decide if students are skilled appropriately to begin supported work.

17. Students send or give completed company applications to the business liaison for approval.

18. On the first day of the supported work program, students individually interview with the business liaison. Expectations are explained to students.

19. Teacher's communication responsibilities:

    a) Weekly Work Summaries. These describe each student's strengths and weaknesses exhibited during the work week, behavioral problems exhibited, and types of skills worked on. It is important to be as objective as possible.

    b) Monthly Report. At the completion of every four weeks of work, develop a report based on the four weekly work summaries.

    c) Weekly Evaluations. Using the work study performance checklist developed at Horace Mann, complete the psychosocial and vocational skills categories based on individual students week of work.

d)Monthly Evaluations. At the end of every four weeks of work, complete the monthly form based on an "average" of four weekly evaluations.

e) Parent Letters. Send a weekly/biweekly letter to parents explaining how explaining how their student is doing in the program. Avoid technical explanations for parents with limited language. The letter should be signed by the parent, and the student must bring it to the teacher.

Copies of a through d should be sent to:

- Business Liaison,
- Immediate Supervisors,
- Coordinator of High School Program (Vocational),
- University Specialist in Vocational Rehabilitation,
- Grant files.

Parents receive copies of c and d, sign them and return to the teacher to file. Teacher must make contact with supervisors/personnel involved with students. A positive relationship with business personnel must exist.

20. It is vital to maintain files for the supported work program. Following is a complete list of files initiated thus far:

a) Weekly Evaluations. File all work study performance checklists.

b) Monthly Evaluations. File all work study performance checklists based on "average" of four weeks work.

c) Work Study Letters/Forms. File any forms utilized.

d) Weekly Work Summaries. File all summaries.

e) Monthly Work Summaries. File all based on four weeks work.

f) Parent Communication. File all originals of parent letters. Be sure a parent has signed them. File copies of weekly and monthly work study work study performance checklists. Be sure a parent has signed them.

g) SSI. Maintain totals of monthly earnings. At the end of the month send the total monthly earnings form to parents. It is their responsibility to notify SSI. The teacher must send the form explaining this to them at the beginning of the program.

h) Work Study Performance Checklist for Students/Parents. They receive copies of checklists maintained on students. This has been altered using simpler language. The teacher should go over evaluations with each student one to one on the Monday morning following the work week rated.

i) Student Handouts Related to Work Experience. Maintain copies of adjusted teaching information based on work performance.

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j) Record of Hours and Attendance Records. Maintain efficient records of total hours for the week and attendance for the week.

k) Honeywell Bull Work Related Information. Maintain originals of all information utilized in teaching students, e.g., a copy of the printed wire assembly training program and the Employee Handbook.

l) Public Relations. Maintain originals of any recognition (articles, letters, citations, pictures) that the program has received.

m) Grant Log. Document all meetings held that are related to program development.

n) Phone Numbers. List pertinent phone numbers of personnel/family of students directly involved with program.

o) Letters Written from Participating School, Business, and/or Industry. File all letters and communication mailed to the school, business or industry that are related to the program.

p) Job Analyses. Maintain a task analysis of jobs that students have mastered within printed wire assembly and maintenance and data entry.

q) Add other files as the program develops.

21. Prior to beginning their work day, students have 75 minute of daily instruction on related academics. The teacher should also utilize this time to discuss problems or situations that arose the previous work day - "job counseling".

22. Provide support staff for teacher. The program at Horace Mann has a peer counselor (deaf role model) and two students in the vocational/rehabilitation field. Students are supervised by staff at all times. Supervisors from business are not involved with training students. It is the teacher's and staff's full responsibility to train students and deal with behavioral concerns. If the teacher is absent, school administration will send a certified teacher of the deaf to cover students.

Exhibit 1, contd.

Student Profile Sample

Name _____ D.O.B. _____

Educational Status
- Eleventh grade - may receive certificate of attendance in lieu of high school diploma - 6/88

Physical Factors
- Profoundly deaf
- Needs/uses sign language
- Poor lipreading skills
- Non-functional speech

Assessments
- Academic functioning - K-First grade
- Cognitive functioning - borderline range
- Understands simple sentences language processing problems; low vocabuary; visual memory deficits

Vocational Training Experience
- Industrial Arts Workshop
- Building Maintenance (Horace Mann)
- Building Maintenance (Summer Program)

Social Skills
- Lacks appropriate socia skills
- Immature, negative behavior
- Poor personal hygiene

Limitations
- Tires easily
- Lacks perseverance
- Needs continuous supervision and encouragement
- Cannot work independently
- Low motivation
- overall depression

Family Status/History
- Illiterate mother - limited cognitively
- English speaking family
- Lives with mother and siblings - absent father
- Transient lifestyle - lacks family consistency and support

Possible Barriers to Successful Transition
- Attitude and lack of sociobehavioral skills
- Slow productivity rate

Exhibit 2

Article from Honeywell Bull Corporate Newsletter
Efforts Increase on Behalf of Deaf

Louis Bianchi, coordinator for the Horace Mann School for the Deaf and Hearing Impaired in Allston, Massachusetts, recently referred to Honeywell Bull as "a pioneer in its work with the deaf." The occasion of his comment was the awarding of a $120,000 grant to WCVB (Channel 5) and WGBH (Channel 2) to support the television stations' closed-captioned newscasts. The captioned programming, a service to the deaf and hard of hearing, will begin airing in March, Monday through Friday, over WCVB's 6:00 p.m. news, its 7:30-8:00 p.m. CHRONICLE news magazine program, and WGBH's 10:00 p.m. news.

"We are particularly pleased to announce this grant," said Gene Manno, Group Vice President of Honeywell Bull's Small Computer and Office Systems Group. "Honeywell Bull feels that news programs are of vital importance to everyone. This support represents a major and formal commitment to assisting WCVB and WGBH in providing news to the deaf and hard of hearing."

The grant followed closely on the heels of a company equipment donation to the Horace Mann School. Valued at $60,000, the equipment includes 10 personal computers, a software package, teacher training, maintenance, and surplus furniture.

But Honeywell Bull continues to support the eastern Massachusetts deaf community in other ways as well. It has, for example, the highest concentration of hearing impaired employees in the states as a result of its work with the Horace Mann School. The project began in 1977 when two hearing impaired students were offered a work study program at the Small Computer products division in the Brighton factory. Today, more than a dozen hearing impaired people are employed at the Brighton facility, as well as the Westwood and Waltham locations. In addition, Honeywell Bull has donated a full-time job training center that provides training in electromechanical assembly.

"These hearing impaired employees have been mainstreamed into the work force in many areas: distribution, assembly, maintenance, micrographics, and clerical," said Fred Miola, production manager and Brighton's liaison with Horace Mann since 1977.

"And that partnership with the school has benefited Honeywell Bull as much as the Boston school system," Fred said. "It's not a handout. The students and employees are good producers. All we did was give people an opportunity to work outside of a sheltered workshop environment. They did the rest."

Honeywell Bull continues to help the deaf employees in Brighton feel more comfortable in their work environment. The company has installed special telephones for the deaf, upgraded safety requirements for hearing impaired employees, and conducted sign language classes for hearing employees.

There's no doubt that Honeywell Bull will continue to lead the corporate community in its efforts on behalf of the deaf and hearing impaired.

WISCONSIN CHEESEMAN, INC. AND MADISON AREA REHABILITATION CENTERS, INC.

Contact Person

Richard Berling
Executive Director
Madison Area Rehabilitation Centers, Inc.
501 East Badger Road
Madison, WI 53713
(608)273-3630

Description of the Partners

Wisconsin Cheeseman, Inc. is a packaging and mail order gift industry located in Sun Prairie, Wisconsin. From bulk raw materials, the employees prepare and pack individual gift items including cheese, candy, meats, and household items. Wisconsin Cheeseman employs 100 individuals year round and 1500 persons during their peak season (August to mid-December).

Madison Area Rehabilitation Centers, Inc. (MARC) is a non-profit rehabilitation agency providing community employment opportunities, day service and sheltered work for 265 adults with developmental disabilities. Incorporated in 1951, MARC provides the services at five locations in Dane County. The Dane County Community Programs Board is the primary funding source for the over one million dollar operating budget.

MARC provides paid vocational opportunities including packaging, sorting and collating for various area businesses and industries as well as community based services and employment.

Partnership Activities

MARC contacted Wisconsin Cheeseman in August 1987 regarding the possibility of obtaining subcontract work. An agreement was formulated to establish an enclave at the Wisconsin Cheeseman's plant in the fall of 1987 to meet the production needs of Wisconsin Cheeseman and provide employment opportunities for MARC employees. (See Exhibit 3 for the copy of the agreement).

The activities of the partnership included the following:

1. A work force of 30 adults with developmental disabilities (mild to severe mental retardation), four work supervisors and one coordinator from MARC operated the enclave at the Wisconsin Cheeseman site from September 23, 1987 to December 23, 1987.

2. Wisconsin Cheeseman provided a 3000 square foot work area for the enclave. No specific modifications or accommodations to the equipment or facility were necessary.

3. Thirty-nine workers performed assembly jobs and one worker was assigned material handling duties. The employees worked 25 hours per week. The daily schedule was 8:30 a.m. to 2:30 p.m. with a half hour for lunch. Staff work schedule was 7:30 a.m. to 3:30 p.m.

4. The work supervisors supplied the employees with the materials to complete the job, performed quality control inspection, counted daily production, and wrote case notes and other documentation and reports.

5. The coordinator supervised the work supervisors, assigned work duties, communicated with Wisconsin Cheeseman staff and coordinated the enclave with the MARC Branch Director and staff.

6. Wisconsin Cheeseman provided daily roundtrip transportation for all MARC employees from the designated pick-up point (Orchard Hill Residential Facility) one hour before work time.

7. The enclave worker's first job was packaging gummi bears with a daily production goal of 1100 cases. The duties consisted of taking a bag of gummi bears, placing them into a plastic cup, attaching the lid, and placing 12 cups into a cardboard container. Each of the 12 production lines consisted of three assemblers and one packager. Each staff person supervised three production lines.

8. The enclave workers also packaged caramel corn, jelly jars, and cheese squares.

9. A designated employee of Wisconsin Cheeseman met daily with the work coordinator to discuss production needs and goals. The MARC branch director met weekly with Wisconsin Cheeseman management personnel to monitor progress and agree on changes to improve the enclave and partnership.

10. Employees' wages were based on an initial time study of their productivity rate Individuals earned from $1.68 per hour to $3.35 per hour at the beginning of the partnership. Each worker was time studied every three weeks. The pay rate changed based on the new time study.

Benefits and Outcomes

The outcomes of the enclave have resulted in the following benefits and future plans:

1. The enclave provided a work opportunity for 40 individuals during the 60 work days. A total of 12,600 work hours were logged.

2. The following production rates were achieved:

First two weeks	800-950 cases per day
Second month	1200-1400 cases per day
Third month	1300-1400 cases per day

The workers exceeded their production demands and had above average quality control. Wisconsin Cheeseman was impressed with these results.

3. The only change during the partnership was that MARC staff had to be reassigned to the Wisconsin Cheeseman project based on vacation and sick leaves.

4. Enclave workers with disabilities benefited as follows:

   a) Wage increase for each worker,
   b) Reinforcement of work ethics,
   c) Improvement of self image and personal hygiene,
   d) Decrease or elimination of behavior problems,
   e) Positive interaction with other Wisconsin Cheeseman employees,
   f) Free coffee and snacks during break time,
   g) Improvement of job skills.

5. Individual productivity increased from 10 to 30 percent while on the enclave. The workers learned to perform their own quality control before the final inspection.

6. MARC staff were enthusiastic about the enclave and demonstrated high morale and cooperation. The staff received praise and high evaluations from the Wisconsin Cheeseman management personnel at meetings with the MARC Branch Director.

7. Parents and other family members of the workers gave favorable responses to the enclave after viewing the worksite and talking with their worker. Initially parents had concerns about the project including the effect of wages on the workers' social security benefits, length of the work day, and the workers' ability to stand for extended time periods at the work station.

8. The Dane County Community Programs staff made positive comments about the project and encouraged MARC to create more enclave settings throughout the county.

9. The partnership has planned these activities for 1988:

   a) The enclave is scheduled to begin in August with 40 employees. Thirty-eight out of the original 40 workers have expressed interest in returning to Wisconsin Cheeseman,

   b) MARC will assign the same five staff to operate the 1988 enclave.

   c) MARC has submitted bids on five subcontract jobs from Wisconsin Cheeseman which would provide work and additional income for their center-based employees.

Exhibit 3

Agreement Between the MARC Corporation and Wisconsin Cheeseman, Inc.

501 East Badger Road
Madison, WI 53713
(608) 273-3630

MARC-Madison Branch

Date _____

Acct. # _____

Location: Wisconsin Cheeseman
Highway 151
Sun Prairie, WI 53590

Bill to: Wisconsin Cheeseman
Highway 151
Sun Prairie, WI 53590

Our Dept. # _____

MARC-DCC Madison Branch shall render service according to the following terms and conditions:

> MARC-DCC will provide a minimum of 30 employees and 4 staff at 5.25 hours per day, Monday through Friday. Employees and staff will sort and package cheese and candy as assigned by Wisconsin Cheeseman. Transportation for all employees and staff to and from MARC-Madison and Wisconsin Cheeseman shall be provided by Wisconsin Cheeseman.

All for the sum of $3.50 per hour per employee and for each of up to 4 staff. Services shall commence on September 23, 1987. This agreement will be reviewed after 30 days written notice.

This Agreement shall constitute the entire Agreement between us. No waiver, change or modification of any terms or conditions on this agreement shall be binding on MARC-DCC unless made in writing and signed by an officer or authorized manager of MARC-DCC. The above prices will be honored through 12-31-88. Terms of payment are net 30 days.

Wisconsin Cheeseman:

By: _____ Date: October 5, 1987

Title: Vice President/General Manager

Approved for MARC-DCC

By: _____ Date: September 28, 1987

Title: Executive Director

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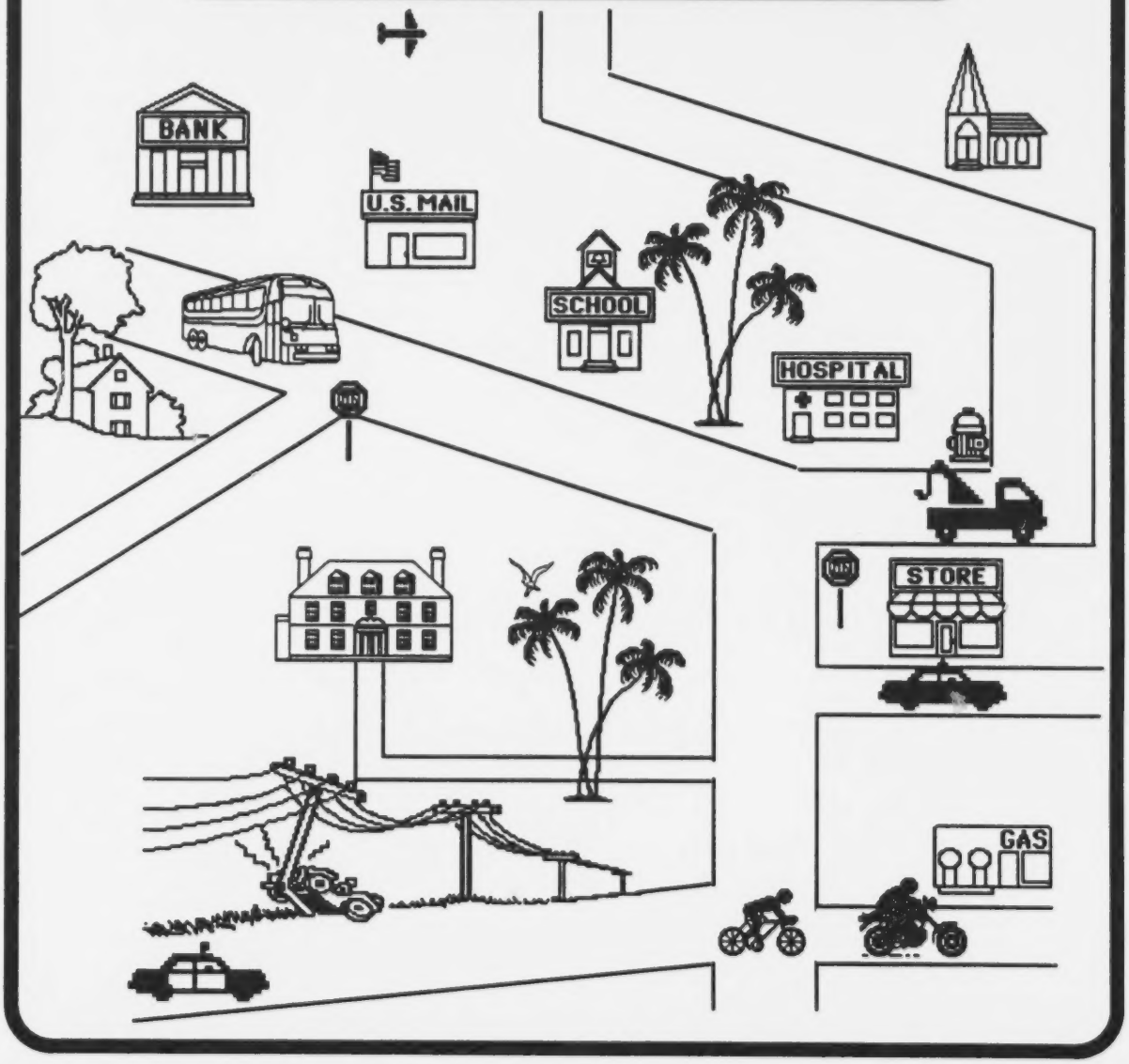
SERVICE



HORTICULTURE HIRING THE DISABLED

Contact Person

Charles S. Richman
National Project Director
Horticulture Hiring the Disabled
9041 Comprint Court
Suite 103
Gaithersburg, MD 20877
(301) 948-3010
Toll Free 1-800-634-1603

Six area offices are operated by this program. See Exhibit 4 for a list of addresses and phone numbers.

Description of the Partners

Horticulture Hiring the Disabled (HHD) is a government sponsored service to assist the horticulture industry to meet its employment needs by recruiting workers who are disabled. The project is coordinated from a national office located in suburban Washington, D.C. The project is advised and directed by leaders in the horticulture industry who are members of the National Horticulture Industry Council, representing the following organizations:

1. American Association of Nurserymen
2. American Seed Trade Association
3. Associated Landscape Contractors of America
4. Botanical Decorators
5. Davey Environmental Services
6. Florist Transworld Delivery Association
7. Gerber Products Company
8. Interior Plantscape Association
9. National Food Processors Association
10. President's Committee on Employment of the Handicapped
11. Professional Grounds Management Society
12. Ralston Purina Company
13. U.S. Department of Agriculture
14. United Fresh Fruit and Vegetable Association
15. Virginia Polytechnic Institute and State University

HHD utilizes a Project With Industry approach which encourages the formation of partnerships between the business community and the rehabilitation community to train and employ disabled workers. This approach fulfills the employer's need for pre-screened qualified workers and assists disabled workers to find employment. HHD is an industry service, not a rehabilitation program. It markets the abilities of developmentally disabled workers to meet specific industry requirements.

The project operates area offices in Alabama, California, Florida, Maryland, Ohio, and Pennsylvania. HHD Area Offices operate under an annual contract with the National Project

Office to provide job development and placement services for persons having disabilities within a defined geographical area. These Area Office sites are located in parts of the country identified by the NHIC as primary horticulture industry areas. In addition, each area operation is located in an area in which a reasonable demand for qualified horticulture employees is expected. The role of the Area Office includes:

1. Developing local/regional horticulture employment needs data to generate on-the-job training slots;

2. Operating in-house horticulture training programs;

3. Recruiting and placing workers with disabilities;

4. Providing technical assistance and advice to rehabilitation organizations in horticulture program development;

5. Establishing operating horticulture employment and training systems and standards; and

6. Arranging for required services, such as client assessment, occupational training, employment orientation, job development, placement, follow-up and supportive services.

A major role of the Area Office is supporting the operation of a Regional Horticulture Industry Council (RHIC). The RHIC advises and provides local industry guidance to the HHD Area Office. It is composed of 15-20 local leaders in the horticulture industry and allied fields and representatives from state vocational rehabilitation agencies, training agencies, manpower organizations and other key community leaders recommended and recruited by the National Horticulture Industry Council. The role of the RHIC includes:

1. Operating as a policy advisor to the Area Office by advising on horticulture training, employment and placement programs to be developed and carried out by HHD Area Offices;

2. Assisting in public relations for the Area Office to influence industry attitudes on a local level;

3. Providing information on local labor needs, specialized crops and regional industry trends;

4. Identifying industry needs and pinpointing existing problems and barriers to employment of workers with disabilities; and

5. Establishing a programmatic focus for the Area Office.

RHIC represent the following major components of the horticulture industry: grounds maintenance, retail and wholesale nurseries, arborist services, florists, interior plantscapers, lawn care services, agriculture extension specialists, landscaping contractors, and other lawn and garden firms. Representation includes trade and business

persons, agriculture and horticulture association representatives, university faculty, extension agents, and other technical representatives. Normally the majority of RHIC members are identifiable as horticultural representatives.

Partnership Activities

The partnership's goal was to identify new linkages and communication opportunities between the horticulture industry and habilitation/training programs for persons with developmental disabilities. Activities included the following:

1. Supported a Regional Horticulture Industry Council concerned with policies related to the employment and training of workers with developmental disabilities;

2. Established an area demonstration site and Area Horticulture Industry Council in order to develop job training and placement opportunities;

3. Identified and selected on-the-job training opportunities in horticulture work;

4. Developed supplementary funds and other assistance in order to further develop a national horticulture network.

The partnership developed new and improved training methods in order to prepare persons with developmental disabilities for horticultural work. The following activities were implemented:

5. Identified community service programs involved in horticulture habilitation and training of clients with developmental disabilities;

6. Determined adaptations to existing training methods, curricula, etc. necessary to prepare persons who are developmentally disabled for horticultural employment;

7. Facilitated the collaboration and liaison of the horticulture industry with service organizations which assist persons with developmental disabilities;

8. Provided technical assistance, advice and information to the horticulture industry on opportunities to recruit, train and hire workers with developmental disabilities.

The partnership investigated and identified appropriate employment opportunities for persons who are developmentally disabled. Activities to identify these opportunities in the horticulture industry included the following:

9. Identified national, regional and local labor market information on employment needs and trends;

10. Determined labor market or employment entry barriers existing to employment of workers with developmental disabilities;

11. Examined horticulture work requirements and job specifications in order to identify job modifications or accommodations necessary to employ greater numbers of workers with developmental disabilities;

12. Analyzed horticulture hiring practices, labor force composition, personnel policies, and employer attitudes relative to employment of workers with developmental disabilities.

HHD demonstrated selective use of hiring incentives, wage subsidies, tax credits or other inducements and disseminated this information through a technology transfer program which included the following:

13. Provided direct assistance to horticulture employers on utilizing wage subsidies, including Targeted Jobs Tax Credit and On-the-Job Training incentives;

14. Developed information publications for horticulture employers on the nature, use and availability of governmental and other employment incentives;

15. Disseminated information and results of the project to the human services community including existing community service programs, PWI projects and developmental disabilities providers;

16. Disseminated information and results of the partnership to the horticulture community.

Benefits and Outcomes

A wide range of benefits of the HHD project include the following:

1. One thousand one hundred persons with disabilities have obtained competitive employment in the horticulture field throughout the nation since 1982. The majority of the jobs are full time (35 hours per week or more). Most of the jobs pay more than minimum wage and include fringe benefits.

2. The majority of the workers are mentally retarded (mild, moderate and severe levels). Persons with multiple handicaps have also been placed in horticulture jobs.

3. Job titles of successful placements include indoor/outdoor maintenance worker, greenskeeper, grounds maintenance worker, nursery/greenhouse worker, landscape laborer and seed packer.

4. Businesses employing workers placed by HHD include golf courses, country clubs, zoos, landscaping/garden centers, hotels, apartments, nursing homes, retail stores, manufacturing plants, educational institutions and restaurants.

5. The regional offices and their respective programs increased services to community employers, service providers, and persons with disabilities. These services included developing Personnel Assistance Programs, organizing referring agencies, developing an applicant screening interview process, and conducting equipment and safety seminars.

6. A national toll free telephone number has been established for employers and horticulture association members. Over two hundred and fifty calls have been received by HHD for assistance and information concerning hiring persons with a disability for their business. HHD refers the inquirer to the local community agencies for possible job ready candidates.

7. A videotape has been produced through funding from the U.S. Department of Health and Human Services on the benefits of hiring persons with disabilities in the horticulture field.

8. Increased public relations efforts throughout the nation have included exhibit booths at national and regional conventions (e.g. Golf Course Supervisors Association, Tropical Plant Association), one page advertisements in national magazines and trade journals, and speaking engagements for various local and state organizations.

9. Products for employers and service providers have been developed and published nationally including the following:

   a) A brochure entitled "Horticulture Hiring the Disabled: Your Success is our Business";

   b) Save Money through Smart Hiring, a horticulture employers' resource guide;

   c) A book entitled Project Plantwork: A Horticulture Employment Initiative for Workers with Developmental Disabilities.

Exhibit 4

Horticulture Hiring the Disabled Area Offices

Alabama Area Office
HHD-TRANSITIONS

Goodwill Industries of Mobile Area, Inc.
2448 Gordon Smith Drive
Mobile, AL 36617
(205) 471-1581

Delaware Valley Area Office
Project PLANTWORK

ARC/RAINBOW
2350 West Westmoreland Street
Philadelphia, PA 19140
(215) 229-6859

Florida Area Office
Project "HIRE"

Florida Alliance for Employment of the Handicapped, Inc.
2590 Executive Center East
Suite 209
Tallahassee, FL 32301
(904) 487-2222

Mid-Atlantic Area Office
HHD

Melwood Horticulture Training Center, Inc.
5606 Dower House Road
Upper Marlboro, MD 20772
(301) 599-8000

Northern California (Bay Area) Office
Project "HIRE" and HHD-TRANSITIONS

Rehabilitation Services of Northern California
Mt. Diablo Rehabilitation Center
490 Golf Club Road
Pleasant Hill, CA 94523
(415) 682-6330

Ohio Area Office
Project "HIRE"

c/o National HHD
9220 Wightman Road
Suite 300
Gaithersburg, MD 20879
(301) 948-3010

HOTEL, MOTEL, RESTAURANT EMPLOYEES AND BARTENDERS' UNION-LOCAL NO. 122 MILWAUKEE, WI ASSOCIATION FOR RETARDED CITIZENS - U.S. NATIONAL EMPLOYMENT AND TRAINING PROGRAM

Contact Person

Paul Yochum, Regional Director
Association for Retarded Citizens
National Employment and Training Program
5522 university Ave.
Madison, WI 53705
(608) 231-1468

Description of the Partners

The Association for Retarded Citizens National Employment and Training Program (ARC-NET) is part of the ARC National Research and Demonstration Institute. Its purpose is to promote meaningful employment of persons with mental retardation in business and industry. Financial support comes from the U.S. Department of Labor. Some local Private Industry Councils created by the Job Training Partnership Act (JTPA) have also supported ARC-NET placement programs.

Through a national network of area offices an ARC-NET Job Developer places persons with mental retardation in the community. Individual vocational assessment, job seeking/job retention skills training, job interview techniques, time-limited job coaching, on-the-job training and follow-up services are provided by the ARC-NET staff.

The Project reimburses employers for a portion of the costs involved in training persons with mental retardation. Persons with mental retardation are hired at the same pay rate as their non-handicapped peers. Employers are then reimbursed one-half of the entry wage for the first 160 hours of employment and one-fourth of that wage for the second 160 hours.

In order for a trainee to be eligible for the Project's services, the person must be:

1. mentally retarded, with a full-scale IQ of 70 or below, as measured by a standardized intelligence test;

2. at least 16 years old;

3. unemployed for at least seven consecutive days, or officially enrolled in school; or working part-time but seeking full-time competitive employment.

The training site at which the individual with mental retardation is placed must meet some general requirements:

1. The employer must intend to continue the trainee as a regular employee after the training period. However, the employer always retains the right of trainee selection and termination.

2. The employer must pay the trainee no less than the current federal or state minimum wage, whichever is higher.

3. The employer must hire the trainee on a full-time basis (a minimum of 35 hours per week). The only exception is when the trainee is in his or her last year of school. In this case, the trainee must average 20 hours of employment per week.

4. The trainee's immediate family members cannot hire or supervise the worker.

5. The employer cannot hire a trainee for a position supported by this program if a layoff status exists for the same or a substantially equivalent job.

There are, however, some types of businesses that cannot be reimbursed:

1. Federal agencies;

2. Sheltered workshops or other agencies which habilitate retarded persons;

3. Any facility used for sectarian instruction or as a place for religious worship, including religiously affiliated elementary and secondary schools; and

4. Businesses which operate seasonally.

In addition, persons working as power sewing machine operators in the apparel industry cannot be served by the Project.

Hotel, Motel, Restaurant Employees and Bartenders' Union-Local No. 122-Milwaukee, Wisconsin is part of the AFL-CIO international union representing over 130,000 non-management personnel in hotels, motels, restaurants, bars and other service businesses. Local No. 122 serves the Milwaukee, Wisconsin area. The Local Union acts as a bargaining agent for wages, fringe benefits, and other working conditions for its members. The union local provides assistance during grievance and other proceedings between the employers and its members. Local No. 122 is affiliated with the American Federation of Labor Congress of Industrial Organizations (AFL-CIO), Milwaukee County Labor Council, Wisconsin State AFL-CIO, Milwaukee Union Label Dept., and the Trade and Labor Congress of Canada.

Partnership Activities

Union Local No. 122 works closely with the Association for Retarded Citizens to provide candidates for positions that have become increasingly difficult to fill because of the industry-wide shortage of hospitality and food service workers. The activities of the partnership to meet this need include the following:

1. The Local No. 122 Business Agent takes the initiative to personally visit and introduce the ARC job developer to a number of union-affiliated businesses including the Hyatt Hotel, Ogden Food Service, Service America, Pfister Hotel, Marc Plaza, Sky Chefs Airport Concessions International and the Red Carpet Inn. The Union representative is part of the first face to face meetings between the job developer and the appropriate general manager or personnel director.

2. Job openings suitable for workers with mental retardation are evaluated jointly by the Union personnel and ARC job developer.

3. Jobs are demonstrated numerous times by the manager to teach the worker particular tasks. The worker learns the job better and the manager continually assesses the best way to do the job.

4. The Local No. 122 business agent meets new trainees during regular visits. The special partnership is explained to the job site union steward. The business agent personally explains to the employee how to use union procedures if there is a problem.

5. Other local unions are encouraged to cooperate with the ARC to fill hard to fill entry level positions. The Local 122 representative sent an endorsement letter to other local unions to encourage a partnership and to describe the benefits of hiring persons with mental retardation. (See Exhibit 5 for a copy of the letter.).

6. The ARC National Office in Arlington, Texas notified its regional offices of Local No. 122's involvement in anticipation that other local unions are interested in the program.

Benefits and Outcomes

The partnership has benefited the local union, ARC-NET, and persons with disabilities in the following manner.

1. Twelve persons with varying levels of mental retardation have obtained full time union positions within the past year. The jobs pay above minimum wage with a full range of benefits including health and dental insurance, paid vacations, sick leave, and visual care.

2. A job retention rate of over 80 percent has been maintained from the beginning of the partnership.

3. The range of job titles of successful placements include maintenance assistant, food service workers, food assemblers, utility workers and dishwashers.

4. The public image of the local union and ARC was enhanced through the partnership activities.

5. The key person at each job site was identified immediately. Considerable staff time and money were saved by establishing the appropriate contact and conducting initial "breaking the ice" meetings.

6. Job site management personnel are more involved with the special training. Their participation demonstrated to other employees the partnership's commitment to "do things right."

7. The employer knows the union is 100 percent behind the Association for Retarded Citizens.

8. The union obtains increased membership.

9. The personnel managers are hiring and keeping persons with mental retardation on the job due to good work quality, not their disability.

10. The success of the partnership has encouraged ARC job developers and given them a positive attitude as they work with other employers.

11. The union representatives feel a sense of pride in being able to provide job opportunities for persons with mental retardation. "It's a very personal thing, for me, to be able to help someone who is mentally retarded. It's like getting a trophy every time someone gets a job. It's something I hold dear to me," stated a Local No. 122 representative.

12. Employers who are members of Local No. 122 usually call the ARC job developer first when there are job vacancies.

Exhibit 5

Hotel, Motel, Restaurant Employees and Bartenders' Union

Local No. 122 AFL-CIO
Milwaukee, Wisconsin

Dear _____:

Could you please take a few minutes to read this letter. We at Local #122 have been working very closely with the Association for Retarded Citizens on a local level and have found their clients to be very good candidates for employment in our industry.

The Association for Retarded Citizens of the United States has been administering the On-the-Job Training (OJT) Program since 1966. Over 37,000 individuals with mental retardation have been placed on jobs nation-wide, in the community, through the OJT Program. Various jobs are performed by these individuals. For example: Sky Chefs (Milwaukee Airport) just hired an individual as a Utility Worker. The Pfister Hotel in Milwaukee recently hired a person as a Dishwasher.

Individuals with mental retardation make good employees because:

They want to make good, and will work particularly hard to make good.
They are willing workers and will stay at routine tasks.
Their attendance record is usually better than average.
Mental retardation does not mean "no learning," it means "slow learning."

Hiring individuals with mental retardation not only benefits an employer, but also enhances the person with mental retardation's sense of dignity and personal worth and makes him/her a productive taxpaying member of society.

Three percent (3%) of the population can be considered mentally retarded. Of this three percent (3%), 80% are capable of competitive employment. ARC will reimburse an employer 50% of the wages for the first 160 hours of employment, and 25% of the wages paid for the second 160 hours of employment. This is to help the employer with the extra cost of training.

In addition, many employees qualify for a tax credit which may be used by the employer. This credit can be further explained by the Regional Directors.

Enclosed herewith is a list of the Regional Directors for the Association for Retarded Citizens.

We would greatly appreciate it if other local unions in these areas could become involved with ARC on a local level. We have found through conversation with employers of ARC clients to be totally satisfied with their new employees.

Accompanying this letter is a brochure, with its title, stating our feelings. "This isn't kindness ... It's good business." Anything the International Union could do to further the efforts and progress of the ARC would be greatly appreciated.

If you have any questions regarding this letter, please feel free to contact us.

Fraternally yours,

Vincent P. Gallo III
Business Manager

CLERICAL

IBM COMPUTER PROGRAMMER TRAINING FOR THE SEVERELY PHYSICALLY DISABLED

Contact Person

Irwin Kaplan, Manager
IBM Project to Train the Disabled
Rehabilitation Training Programs
Department WF2
Federal Systems Division
18100 Frederick Pike
Gaithersburg, MD 20879
(301) 840-0111

Thirty-five Local IBM Computer Programmer Training Programs operate throughout the country. See Exhibit 6 for the list of contact persons, addresses and phone numbers.

Description of the Partners

IBM's Federal Systems Division (FSD) has been assisting state rehabilitation agencies to develop and maintain computer programmer training and placement programs for persons with severe physical disabilities since 1972. Utilizing joint funding from IBM and an RSA Project with Industry (PWI) contract, the partnership has helped to establish 35 operating programmer training programs from Maine to Louisiana and Florida to Washington State, Hawaii and Canada. All of the programs have a common goal: to produce qualified COBOL programmers with enough knowledge and experience to become productive in a very short time after reporting to work. Each graduate must successfully complete and test a large number of practical programs during the training and, in most cases, participate in a 4 to 8 week internship in a business environment. Some employers have evaluated these graduates as equal to college hires with a year's experience in programming.

Entry requirements for the training vary among the programs but usually have the following eligibility criteria:

1. Client of the Division of Rehabilitation Services,
2. Severely physically disabled and medically stable,
3. Work tolerance of 6 to 8 hours per day,
4. Motivation, interest and commitment to programming,
5. High school diploma/GED,
6. Acceptable performance on assessment competencies,
7. High school algebra helpful,

8. Financially able to handle personal needs during training,

9. Other helpful information including transcripts and medical and psychological reports within the past year.

Partnership Activities

In these cooperative ventures, each partner makes a significant contribution to assure the project produces a suitable number of graduates able to enter the local job market as junior programmers.

The responsible rehabilitation agency provides:

1. Funds, using case service money or grant sources such as Job Training Partnership Act (JTPA) or RSA Innovation and Expansion grants;

2. Project management that allows for a single point accountability for all aspects of the project;

3. Selection of training components using an organization such as an independent training facility, university, community college, vocational training center or rehabilitation center for the class of 8 to 10 trainees;

4. Student recruiting and selecting in accordance with established prerequisites, nominally high school graduate, above average intelligence, 12th grade reading and math comprehension, and high programmer aptitude; the levels of disability to be served are established;

5. Support services including necessary occupational therapy, physical therapy, transportation, case management, counseling, home and/or work modification;

6. Job development and placement with the assistance of the business advisory group;

7. Follow-up services during the first year of employment. This includes necessary guidance and support to the employer and/or fellow employees.

The business advisory committee provides:

1. Direction and guidance to project management including establishment of objectives, monitoring of accomplishments;

2. Prerequisites for entry that ensure acceptability of graduates for employment;

3. Training assistance in curriculum development, job readiness training, business awareness, technical instruction, and student evaluation;

4. Placement assistance including mock interviews, resume and application preparation sessions, provision of work site visits, and solicitation for employment opportunities with community employers.

The training facility provides:

1. An accessible physical facility, equipment, and computer access time for the student with a disability;

2. Curriculum development with business support, directed to the local market including fundamentals, computer language(s) and job readiness. (See Exhibit 7 for Curriculum Outline.);

3. Qualified instructors to conduct training following the prescribed curriculum and achieving the established objectives;

4. Student assessment and evaluation with the formal assistance of advisory committee "evaluation teams";

5. Placement consultation in coordination with rehabilitation counselors and business advisory committee members.

The area community agencies serving the handicapped provide:

1. Project visibility for the recruitment of qualified applicants;

2. Guidance and support to current and prospective employers for the integration of persons with disabilities into the work force;

3. Publicity for the project and participating employers for the recruitment of advisory committee members and prospective employers.

The IBM consultants provide:

1. Aid to the responsible rehabilitation agency assessing the desirability and feasibility of establishing a project;

2. Presentations to members of business, rehabilitation, and education communities to solicit their participation;

3. Preparation of a comprehensive project plan to provide overall direction, funding, and support services to students and the program;

4. Student selection criteria and other project information previously developed and employed in on-going programs;

5. Training arrangements to help the rehabilitation agency identify and enlist suitable organizations to provide the instructors, facilities and training materials; a variety of training organizations are utilized by the projects;

6. Training curriculum based on contacts with existing projects;

7. Establishment of a Business Advisory Committee (BAC) including these activities:

   a) Convene, in participation with the local rehabilitation agency, a meeting of interested parties; solicit membership; and ensure continuing involvement of the business community in a BAC. As many as 40 business firms are represented on BACS at some locations;

   b) Help organize the BAC; establish subcommittees; and develop detailed functions and objectives for them;

8. Continuing project support including reviewing progress, collecting data as required to support new programs and providing an information link among on-going programs.

Benefits and Outcomes

The partnership has accomplished the following:

1. The number of training programs has grown from 2 to 35 in 16 years.

2. The project has graduated over 2000 students through June 1988.

3. Over 80 percent of these graduates have obtained competitive positions as computer programmers with starting salaries ranging from $14,000 to $25,000 per year.

4. The equipment, software, curriculum and technology have been updated and revised continously to meet the changing needs of the computer programming field.

5. In 1978 the IBM initiated-projects formed a national association, the Association of Rehabilitation Projects in Data Processing (ARPDP). This association has incorporated and accepts for membership any nonprofit training organization whose objective is to train and place persons with severe disabilities as computer programmers.

6. IBM has provided advertising for the training programs in local and national media. (See Exhibit 8 for an example of an 1987 IBM ad.)

Exhibit 6

IBM Initiated Programmer Training Projects

Ms. Augusta Cash
Lakeshore Rehabilitation Facility
3800 Ridgeway Drive
Birmingham, AL 35209
(205) 939-6642

Ms. Joan Breves
CIL-CTP
2020 Milvia Street
Berkeley, CA 94704
(415) 849-2911

Mr. Jack Grubbs
Westside Community for Independent Living
12655 West Washington Boulevard
Los Angeles, CA 90066
(213) 390-3406

Ms. Lil Hunsaker
Denver Auraria Community College
1111 West Colfax, Box 400
Denver, CO 80204
(303) 556-3300

Mr. Joe LaMaine
BIPED Corporation
c/o Easter Seal Rehabilitation Center
26 Palmer's Hill Road
Stamford, CT 06902
(203) 324-3935

Ms. Nancy McAllister
DC Rehabilitation Services
605 G Street, NW
Washington, DC 20001
(202) 727-0971

Mr. Stan Carter
Florida Junior College of Jacksonville Downtown Campus
101 West State Street
Jacksonville, FL 32202
(904) 633-8178/9

Ms. Terri Chester
Lindsey Hopkins Technical Education Center
Room D107
750 NW 20th Street
Miami, FL 33127
(305) 324-6070 Ext. 4126

Ms. Beverly Chapman
Valencia Community College
P.O. Box 3028
Orlando, FL 32802
(305) 299-5000

Mr. Jack Humburg
Abilities Rehabilitation Center
2735 Whitney Road
Clearwater, FL 33520
(813) 535-6526

Ms. Joy Kniskern
Goodwill Evaluation & Adjustment Center
2201 Glenwood Avenue, SE
Atlanta, GA 30316
(404) 894-3972

Mr. Marvin L. Veregee
Special Vocational Education Programs
Leeward Community College
96-045 Ala Ike
Pearl City, HI 96782
(808) 455-0011

Ms. Victoria Moffatt
Crossroads Rehabilitation Center
3242 Sutherland Avenue
Indianapolis, IN 46205
(317) 924-3251

Mrs. Linda L. Holliday
CRT Program
East 123 Pleasant Hall
Louisiana State University
Baton Rouge, LA 70803
(504) 388-1965

Mr. Robert Cormier
135 Eastport hall
Bangor Community College
Bangor, ME 04401
(207) 581-6121

Mr. William Leard
Maryland Rehabilitation Center
2301 Argonne Drive
Baltimore, MD 21218
(301) 366-8800

Exhibit 6, contd.

Mr. Jim Moore
State Technical Institute &
Rehabilitation Center
Plainwell, MI 49080
(616) 664-4461

Mr. Ted Kline
Multi Resource Center, Inc.
1900 Chicago Avenue
Minneapolis, MN 55404
(612) 871-2402

Dr. Ronald S. Wilson
Severely Handicapped Training
Program
University Extension Division
University of Missouri-Columbia
Route 4, Box 338
Columbia, MO 65201
(314) 449-3481

Ms. Doreen Wirth Cevasco
Goodwill Industries of New Jersey
400 Worthington Avenue
Harrison, NJ 07029
(201) 481-2300

Ms. Bobbie Housman
Human Resources Center
I.U. Willetts Road
Albertson, LI, NY 11507
(516) 747-5400

Ms. Wendy Feinman
United Cerebral Palsy
122 East 23rd Street
New York, NY 10010
(212) 677-7400

Alys Klingenberg
Executive Director
Rochester Rehabilitation Center,
Inc.
1000 Elmwood Avenue
Rochester, NY 14620
(716) 271-2520

Mr. Joe LaMaine
BIPED Corporation
c/o The Burke Rehabilitation Center
785 Mamaroneck Avenue
White Plains, NY 10605
(914) 949-5656

Mr. Ron Falter
Goodwill Industries
10600 Springfield Pike
Cincinnati, OH 45215
(513) 771-4800

Mr. James Cunningham
Computer Programmer Training
for the Disabled
CORC
1331 Edgehill Road
Columbus, OH 43212
(614) 294-5181

Ms. Martha Silling
College of Business
Kent State University
Kent, OH 44242
(216) 672-2755

Mr. James Vagnoni
Computer Science Program
Physically Handicapped Training
Center
4025 Chestnut Street, 3rd Floor
Philadelphia, PA 19104
(215) 898-8108

Mr. P. Charles La Rosa, Jr.
Assistant to VRD Commissioner
1410 Boston Avenue
P.O. Box 15
West Columbia, SC 29171
(803) 758-2652

Ms. Leslie Skibell
Vocational Rehabilitation Program
El Centro Community College
Main at Lamar
Dallas, TX 75202
(214) 746-2023

Ms. Susan Besser
Salt Lake Skills Center
431 South 600 East
Salt Lake City, UT 84102
(801) 531-9310

Mr. Wayne Olive
Computer Programmer Training
Project
Woodrow Wilson Rehabilitation
Center
Fisherville, VA 22939
(703) 885-9735

Exhibit 6, contd.

Ms. Danni Pierce
Project Entry
Resource Center for the Handicapped
20150 45th Avenue, NE
Seattle, WA 98155
(206) 362-2273

Mr. Roger C. Sherman
Goodwill Industries, Milwaukee Area
6055 North 91st Street
Milwaukee, WI 53225
(414) 353-6400

Ms. Margo Byrd
Alternative Computer Training
for the Disabled (ACT)
250 The Esplanade, Suite 203
Toronto, Ontario M5A 1J2
(416) 365-3330

Exhibit 7

Computer Programming for the Severely Disabled Curriculum Outline

Class size - 15-20 students

Trimester I (12 Weeks)

1. Fundamentals of Data Processing
2. Elementary Business Math with Variables
3. Internal and External Representation of Data
4. The Processing Cycle
5. IBM Personal Computer Indoctrination & Exercises
6. Elementary Programming Logic and Problem Solving
7. Introduction to Basic
8. Solving Problems with Basic
9. Basic programming Exercises using the IBM PC
10. Human Relations
11. Basic Programming Exercises Using the Prime 2550
12. Structured Program Design Techniques
13. Introduction to COBOL
14. COBOL Instructions & Structured Programming Techniques

Trimester II (12 Weeks)

1. The Program Development Cycle Using Structured Techniques in a Team Environment
2. Elementary COBOL Programming Problems with Card Image Input and Printer Output (Prime 2550)
3. COBOL Debugging Techniques
4. Multiple Sequential File handling
5. File Sorting and Dumping
6. Data Validation & Exception Reporting
7. Advanced COBOL Language Elements
8. Intermediate COBOL Problems 7 System Development
9. Elementary Technical Writing
10. Program and System Documentation
11. Elements of Data Base Management Systems
12. DBASE III Using the IBM PC

Trimester III (12 Weeks)

1. IBM Main Frame Architecture & Concepts
2. Introduction to Job Control Language
3. VSAM File Handling with COBOL
4. Introduction to TSO
5. TSO/ISPF Exercises
6. Program Development Under TSO/ISPF
7. Advanced Structured Programming Techniques in COBOL
8. Advanced COBOL Debugging Techniques
9. Advanced Programming & System Design Problems
10. Employment Interview Techniques & Resume Writing
11. Total Business System Design and Development Project

Internship (6-8 weeks) Work experience and training at a local data processing business.

Exhibit 8

IBM National Ad

Compatible hardware.

You're familiar with the machine on the left. And with the machine on the right. You may be less familiar with how useful bringing them together can be.

Working with community groups around the country, IBM has helped start 31 training programs at centers where physically disabled people learn computer programming skills. At each center, a council of local business people ensures that the training meets current employer needs in the area—so the skills people learn help them get jobs.

More than 1,700 people have been trained and better than 80% are now working. They've found jobs in banks, insurance companies, hospitals, schools and government, for example.

Many of them have also found the independence that a job can provide. And the satisfaction every person gets from using his or her abilities.

And that's why companies that make computers, and employers that use them, should work together to make computers compatible. With everyone. IBM

ASSOCIATION FOR RETARDED CITIZENS-UNITED STATES CLERICAL AIDE PROGRAM

Contact Person

Sharon Davis, Ph.D.
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Description of the Partners

The Association for Retarded Citizens of the United States (ARC-U.S.) is a national nonprofit voluntary association of 160,000 members devoted to promoting the welfare of children and adults with mental retardation and their families. Nearly 1300 state and local units of ARC work throughout the nation to meet the needs of persons with mental retardation and their families on a day-to-day basis. The ARC's national efforts both support and complement the activities of state and local units to help persons with mental retardation live fuller, more productive lives.

In 1985, the goal of improved employment proficiency and opportunities for all persons with mental retardation was established. This goal has been furthered by the continued placement of persons with mental retardation in competitive employment through the National Employment and Training Project. In 1985, ARC-U.S. received a grant from the Dole Foundation for the Employment of Persons with Disabilities to initiate the clerical aide program.

Four Texas banks in the Dallas/Fort Worth area cooperated with the pilot project:

1. **First City Bank of Richardson,**
2. **First City National Bank of Arlington,**
3. **Allied Bank of Arlington,**
4. **First Bank of Saginaw.**

Partnership Activities

The Clerical Aide project between the Association for Retarded Citizens of the United States and the four Texas banks was designed to increase opportunities for employment of people with mental retardation in white-collar settings. Through job analysis and direct placement in clerical positions, techniques and guidelines were developed to illustrate how banks and other financial institutions could create a new job description or modify an existing job description to create "clerical aide" positions .

The major activities of the partnership are the following:

1. Job analyses were conducted in four Dallas/Fort Worth financial institutions. At each bank personnel, supervisory, and clerical staff were interviewed and observed on the job. Time logs and detailed job reports were prepared and analyzed by the ARC-U.S. bank staff.

2. Using the information obtained from the job analyses, clerical aide job descriptions were developed for three of the four banks. One institution was too small to warrant the development of a full time clerical aide job.

3. Declining real estate and oil industries adversely affected the financial industry in Texas, resulting in staff lay-offs, hiring freezes and other cost containment measures. The ARC-U.S. turned to the ARC staff of the National Employment and Training Program to assist in the employment of clerical aides in financial institutions in all parts of the country. In July, 1986 Regional Directors were trained at ARC National Headquarters in procedures for contacting banks to identify appropriate clerical positions for workers with mental retardation.

4. Direct placement of persons with mental retardation in clerical aide positions was carried out in Texas and nationwide.

5. Materials were developed and disseminated to ARC staff, financial institutions, direct service providers, person with disabilities, parents, and advocacy groups describing ways to employ persons with mental retardation into clerical aide positions.

6. Technical assistance was provided to staff from rehabilitation, placement services, bank human resource departments, vocational training centers, ARC volunteers, consumers and employers. The assistance included identifying strategies, methods and resources to approach financial institutions for clerical aide jobs.

Benefits and Outcomes

The major achievements of the ARC-U.S. and Banking Partnership are the following:

1. Six financial institutions in four states (Colorado, Delaware, Kansas, and North Carolina) hired eight employees with mental retardation to fill clerical positions. The United Bank of Boulder Colorado, a participating bank, recently received the ARC-Colorado state award for Employer of the Year 1988.

2. By piloting the job analysis procedures, ARC National Headquarters was able to create a new clerical aide position and hire a full-time employee with mental retardation.

3. ARC National Employment and Training Program staff have new tools to approach white collar businesses about hiring people with mental retardation (i.e. job development handbook, flyer for financial institutions, arcfacts.).

4. Thirteen hundred ARC chapters received information on creating clerical aide positions and were encouraged to hire people with mental retardation.

5. Products developed by this project are available to the public through ARC's publication list at a nominal cost. These products include the following:

a) ARC Fact Sheet entitled "Creating Clerical Aide Positions for Workers with Mental Retardation (see Exhibit 9);

b) A Job Development Handbook: "Creating Clerical Aide Positions for Workers with Mental Retardation in Financial Institutions";

c) A flyer entitled "Clerical Aides in Financial Institutions".

Exhibit 9

Association for Retarded Citizens Employment Series
Clerical Aide Program

CREATING CLERICAL AIDE POSITIONS FOR WORKERS WITH MENTAL RETARDATION

What is a clerical aide?

A clerical aide is an entry-level office worker who performs support functions requiring modest skills. Because many clerical tasks can be accomplished by individuals with mental retardation, the ARC is advocating that they be hired as clerical aides in a variety of white collar agencies and businesses, such as non-profit associations, financial institutions, insurance offices and other office settings.

The clerical aide should receive a competitive entry-level wage and the same fringe benefits offered to other employees.

What does a clerical aide do?

A clerical aide's principal duties and responsibilities may include, but are not limited to:

- Stuffing envelopes
- Applying labels
- Collating materials
- Counting items
- Stapling materials
- Opening, stamping and sorting mail
- Copying materials
- Microfilming materials
- Light filing, maintaining and developing files, and alphabetizing items
- Assembling information packets and preparing outgoing mailings
- Delivering items
- Carrying messages
- Light typing
- Stocking materials
- Maintaining coffee area
- Switchboard relief

What are the benefits of hiring a clerical aide?

The clerical aide's presence will enhance the productivity of the organization by relieving higher level staff of many routine activities. This will enable these staff to spend most of their time performing more complex duties.

Frequent turnover in entry level positions may be reduced, as workers with mental retardation are more apt to be satisfied with the nature of the work and remain stable employees in jobs requiring modest skills.

How can an organization create a clerical aide position?

Some organizations already have existing clerical aide position descriptions that specify duties and responsibilities suitable for workers with mental retardation. If not, a position can be created by modifying an existing job description to include only clerical aide tasks. Duties in a typical clerical position that are too difficult, such as coding forms or keeping financial records, can be removed from the job description and replaced with other tasks requiring more modest skills.

Another way to create a clerical aide position is to combine the clerical aide tasks currently being performed by a number of support staff within a single department or throughout the organization into a new position. A job analysis will identify the types of clerical aide tasks being performed by others and the amount of time consumed. The information can then be used to plan the clerical aide's responsibilities and duties.

How is a job analysis conducted?

The job analysis entails a detailed, systematic recording of specific job requirements and general work responsibilities. The information is obtained from observing people at work, interviewing workers and supervisors and reviewing records. The Association for Retarded Citizens of the United States piloted a model for analyzing office work to create a clerical aide position.[1] The main components of the job analysis include:

1. Obtain and study support staff job descriptions. One way to determine if the organization can create a clerical aide position is to review written job descriptions for secretarial and clerical workers and identify tasks that are appropriate for an aide. The job descriptions will reveal a number of support staff positions with duties that an aide can perform. These positions are the ones that should be targeted for the job analysis.

2. Interview supervisors about the work in their departments. Supervisors are knowledgeable about the overall volume of clerical aide level activities often performed by support staff in their departments. They can identify work that may be performed irregularly and may require additional help to avoid overburdening existing staff. Supervisors can also identify work which they are performing and are reluctant to ask their over-extended support staff to complete (i.e., many supervisors spend time doing their own photocopying).

3. Interview support staff about their work. Interviews will identify work that a person actually performs on a daily, weekly and occasional basis. Tasks that are not in the person's job description will be described. Staff can be asked to estimate how much time they spend on duties that may be appropriate for an aide. They can also be asked how a clerical aide can assist them in accomplishing their work more efficiently.

4. Ask support staff to keep work logs of clerical aide level tasks performed. A simple log maintained by support staff for one week will provide information on the hours spent on each type of clerical task during that week. The log can be used to verify information provided during interviews.

How is the job analysis information used?

The information is used to rearrange the tasks within the organization to create a new clerical aide position. This is called job restructuring. The job analysis provides information about types of clerical aide tasks being performed by all employees and how much time each task occupies in a typical

National Headquarters 2501 Avenue J Arlington, Texas 76006 (817) 640-0204

day and week. The total number of hours per week of work available for a clerical aide can be determined. If the organization has sufficient meaningful work to create a new clerical aide position for a worker with mental retardation, it must decide what work the aide will perform and within which organizational components.

How is the work schedule developed for a clerical aide?

The types of work assigned to the aide will determine the schedule. The aide may be assigned routine work within one department and keep the same schedule week after week. In small organizations the aide may perform a variety of tasks which change on a daily or weekly basis. If this is the case, one supervisor should be in charge of developing a work schedule and coordinating the aide's work throughout the organization.

How can an organization recruit applicants for the clerical aide position?

A local ARC chapter may be a good source to contact for names of qualified applicants for a clerical aide position. Other sources include:

- Regional directors and job developers of ARC's National Employment and Training Program.[2]
- Special education and vocational education directors in local high schools.
- State vocational rehabilitation commission
- County services for mental retardation
- State Developmental Disabilities Council
- State Employment Commission

How can an organization screen and select the most qualified applicant for the clerical aide job?

Most organizations have standard tests they use for screening applicants for clerical positions. These may not be appropriate for screening and evaluating the potential clerical aide. The ARC found it helpful to devise its own tests to evaluate each applicant's skills. The Basic Skills Evaluation Form includes five tests:[3]

1. Type five labels, and/or hand address five envelopes.
2. Use photocopying machine to fill three "orders."
3. File five items, both alphabetically and numerically.
4. Collate five packets (collate, staple, fold, stuff).
5. Answer three phone calls and take messages.

Applicants who needed help were shown how to do a task. By including teaching in the testing process, an assessment of the person's learning style can be made. A rating scale devised for each test let the interviewer rate the applicant's ability to do the sample work. For example, the person's performance for the filing test is rated as follows: "Could do alone accurately," "Could do alone with some mistakes," "Could do after given examples," "Could do part of," "Could do with a lot of help" and "Could not do/would not attempt."

What orientation and training does the clerical aide need?

The new worker will need an orientation to the building and workplace routines as do other workers who are new to the organization. The worker will also need to be provided with on-the-job training just as other workers who undertake a new job.

The only difference is that the person who is mentally retarded may take extra time to learn tasks, depending on the complexity of the task. The worker will do best if given very specific, concrete instructions on performing tasks. It is helpful to break down the tasks into small steps and demonstrate them one step at a time. Developing specific procedures and forms will help make the work flow more smoothly.

Other people in the organization also need some orientation to the new clerical aide, particularly if they have never worked with a person who is mentally retarded. They will need an explanation of the aide's job and working style and how they can assist the new employee.

A single supervisor should be responsible for monitoring the clerical aide's work and progress. If the aide works in various departments of the organization, a staff person must be designated to train the worker on department tasks and assist them to function effectively within that department. However, the overall single supervisor is responsible for resolving work-related problems that arise.

How much time will it take to do a job analysis for creation of a clerical aide position?

It depends. If an organization already has a clerical position that can be modified and knows what work will be assigned to an aide, very little time is required.

If the complete job analysis is performed, time will be needed to review positions, conduct interviews, analyze information and make recommendations. It will take about half an hour for each interview, and support staff will need a few minutes each day to maintain logs. An organization may choose to use only certain components of the job analysis to shorten the process if they can still obtain sufficient data for creating a clerical aide position.

The ARC has developed a packet of materials containing instructions, interview forms, a log form and Basic Skills Evaluation Form which can be obtained from ARC National Headquarters or Regional Offices of the ARC National Employment and Training Program (formerly On-the-Job Training Project). In addition, the National Employment and Training Program staff are available for advice and assistance.

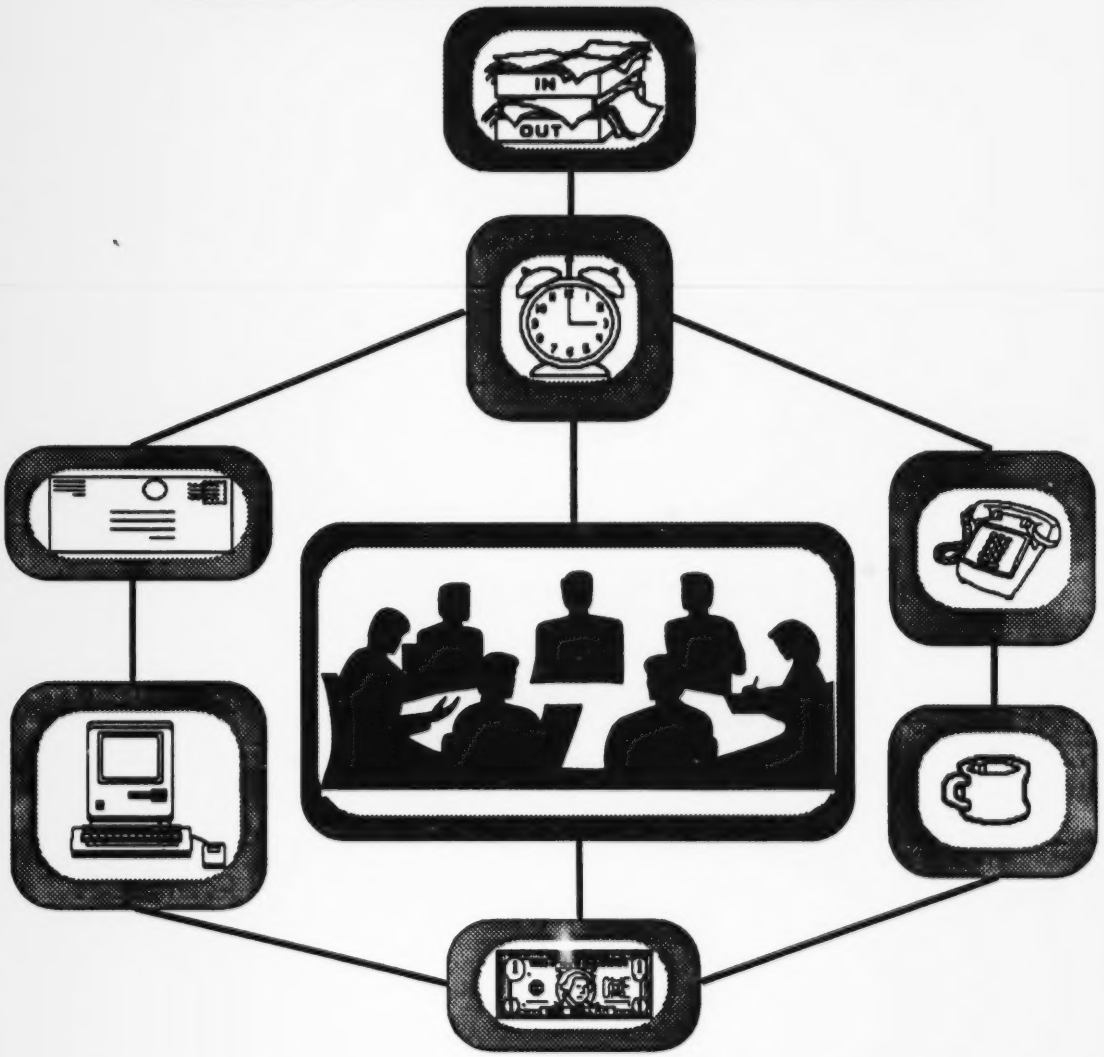
REFERENCES

[1] This work was partially supported through a grant from the Dole Foundation for Employment of Persons with Disabilities.

[2] Contact ARC National Headquarters for the name of a National Employment and Training Program staff person in your area.

[3] To obtain a copy of the Basic Skills Evaluation and packet of job analysis forms contact ARC National Headquarters, 2501 Avenue J, Arlington, Texas 76006, (817) 640-0204.

MANAGERIAL



NEW ENGLAND TELEPHONE

Contact Person

Jack Cooney, Manager
Affirmative Action Program/Equal Employment Opportunity
New England Telephone
185 Franklin Street
Boston, MA 02107

Description of the Partners

New England Telephone (NET) provides telecommunications services to Vermont, New Hampshire, Massachusetts, Rhode Island, and Maine. Employing over 28,000 people, the company has persons with disabilities working effectively in managerial, clerical, and service occupations. Going beyond legal minimum requirements, the Affirmative Action Program provides reasonable accommodations needed by employees who have the ability to do the job. G. M. Freche, President, described the company's attitude as follows:

> New England Telephone has a commitment to a policy of providing equal employment opportunity for handicapped people, special disabled veterans and veterans of the Vietnam era in all aspects of the employer/employee relationship. This includes recruiting, administering job listing requirements, hiring, transfers, upgrades and promotions, conditions and privileges of employment, company sponsored training, educational assistance, social and recreational programs, compensation, benefits, discipline, layoffs, recalls, and termination of employment without unlawful discrimination because of physical or mental handicaps or disabilities. The New England Telephone Company pledges itself to a program of affirmative action aimed at assuring equality of employment and providing reasonable accommodations to the physical and mental limitation of job applicants and employees. No individual will be unlawfully discriminated against because of a physical or mental handicap or disability. All employment or advancement decisions will be based solely upon the objective determination of each candidate's job qualifications.

To ensure that the Affirmative Action Program is implemented throughout the company, a second level manager directs the program and ensures its compliance with the Rehabilitation Act of 1973 and state handicap employment laws. The manager reports to the District Manager of Equal Employment Opportunities. As an advocate for employment of persons with disabilities, the manager provides input to community service providers, business advisory councils, and professional organizations.

New England Telephone currently works with several sources of qualified applicants with disabilities. (See Figure 13.) These partnerships range from formal programs to informal referrals. In all cases there is upper management support for accommodating candidates. Applicants' individual abilities and skills are considered.

Partnership Activities

NET conducts extensive training activities for all personnel. Training increases participants' awareness of employment opportunities for persons with disabilities and reduces attitudinal barriers that might otherwise prevent employees with disabilities from contributing to the company. Activities conducted include the following:

1. Quarterly seminars for managers conducted by Dr. Frank Bowe, a nationally recognized leader in disability issues, focus on raising awareness of existing or potential problems and building skills in working with and managing people who have disabilities.

2. A special program for NET's interviewers addresses interviewing and testing concerns related to applicants with disabilities.

3. Information on the Handicapped/Vets program is presented in a one-day course for all managers entitled "Affirmative Action - The Next Phase".

4. Individual departments have developed awareness training materials for their managers.

5. All non-management employees attend a half-day program entitled "Affirmative Action - The Next Phase," and receive resource information.

6. Employees with a disability attend a two-day seminar by Dr. Frank Bowe.

The manager for the Affirmative Action Program is active with many agency partnerships, including the following:

1. Serving on the Business Advisory Councils of the Perkins Project With Industry, the Massachusetts Corporate Partnership Program and the Boston Center for Independent Living;

2. Acting as a board member of the Mass Project With Industry and the Deaf-Blind Contact Center;

3. Participating in several conferences and workshops regarding the employment of persons with disabilities.

Specific activities that have accommodated persons with disabilities are described in Figure 14. These activities were completed during 1987 with participating community service providers or other partners. Costs incurred by the outside agency are not listed in this Figure. In past years similar accommodations were implemented.

Benefits and Outcomes

The partnership has resulted in the following benefits and outcomes:

1. New England Telephone has received numerous awards for its commitment to employment for persons with disabilities, including being named an Employer

of the Year by the President's Committee on Employment for Persons with Disabilities.

2. In 1987, 1,141 (four percent) of the company's 28,532 employees had a disability. Affirmative Action Program efforts resulted in 59 percent of applicants with disabilities being hired (see Table 1).

Table 1

1987 Applications and Employment Figures

	No. hired	No. applied	% hired
Disabled	50	84	59%
Total	3,540	21,855	16%

3. The Handicapped/Vets Affirmative Action Program staff worked directly with 176 individuals (92 employees and 84 applicants) from January to October, 1987.

4. A range of jobs is held by persons with various disabilities. See Figure 15 for a list.

5. Upper-management's support, open-minded staff, and awareness training were keys to the program's success. New England Telephone is committed to its Affirmative Action Program, and communicates that commitment to persons inside and outside the company.

6. Schools, community service providers and other agencies that work with NET receive cooperation for reasonable accommodations when a person has the ability to perform the job.

Figure 13
Partners with New England Telephone

Sources	Relationship
Perkins Project with Industry	Founding company, active member of Business Advisory Council
Mass. Project with Industry	Member, board of directors
Mass. Rehabilitation Commission-General Relief Recipient Program	Advisor
Mass. Commission for the Deaf and Hard of Hearing	Business association
Boston Center for Independent Living	Chairman, Business Advisory Committee
The Occupational Rehabilitation Group	Business association
Mass. Corporate Partnership Program	Steering committee member
The Rhode Island Commission for the Blind	Business association
Greater Lowell Association of the Blind	Business association
South Shore Employment Committee for Individuals with Disabilities	Member, employers' advisory board
Epilepsy Foundation	Business association
National Spinal Cord Injury Foundation	Business association
Veterans Centers in Avon and New Bedford	Business association
Brockton Area Committee for Employment of Individuals with Disabilities	Business association
Carroll Center for the Blind	Business association
Transitional Employment Program through Brockton's Multi Service Center	Business association
Various colleges and high schools in Massachusetts	Business association
Recording for the Blind	Business association
Mass. Commission for the Blind	Business association
North Shore Center for Independent Living	Business association
Boston Guild for the Hard of Hearing	Business association

(New England Telephone, 1987)

Figure 14
Accommodations Made In 1987

Type of Accommodation	# Employees/Applicants Accommodated	Estimated Cost
Physical plant remodelling	1	$15,500
Extended training period	1	2,625
Employee transfer	1	1,000
Computer modification	1	7,000
Accessability	100	6,510
Job visits	23	6,710.25
Training manual/info on tests	24	351.60
Employment accommodation	21	1, 480.50
Interpreters/TDDs/handsets	14	10,449.00
Workshop for disabled employees	37	4,580.00
Training accommodations (Reading material put on tape)	6	462.00
Handicapped parking spaces	6	462.00
Counseling calls	39	7,254.00
Equipment adjustments	10	545.00
Intervention with personnel (resumes, applications)	45	1,586.25
Flex-time, part-time, leave of absence accommodations	5	385.00
Typing training	7	5,760.00
Transfers/change job requirements	23	5,313.00
Medical referrals	3	443.25
TOTAL ACCOMMODATION COSTS	367	$67,967.85

(New England Telephone, 1987)

Figure 15
Employees' Disabilities and Their Types of Jobs

Employees' Disabilities	Types of Jobs
a) Polio	a) Operator, manager -instruction development
b) Multiple sclerosis	b) Dispatch foreman - special services, splice service technician general clerk, manager
c) Hearing impairment	c) Staff instructor, central office technician, customer service representatives
d) Hearing impairment (deaf)	d) Service order writer, general clerk, senior programmer, coin collector, clerical assistant
e) Cerebral palsy	e) General clerks
f) Amputees - leg	f) Central office technician, auto mechanic, maintenance administrator, service technician, equipment installation technician, outside plant engineer
- arms/hands	Reports clerk, customer service rep, directory assistance operator, service order entry clerk
g) Vision impairment	g) Customer service reps, outside plant engineer, general clerk, district manager, COSARTS technician, clerical assistant
h) Vision impairment (blind)	h) Senior programmers, repair service attendants
i) Learning disabilities	i) Garage attendants, splice service technicians, coin collectors, CO equipment installers, central office technicians
j) Epilepsy	j) Assistant staff manager, customer service rep
k) Borderline or mentally retarded	k) Mailroom clerk, reports clerk, COSMOS conversion clerk
l) Substance abusers	l) Management trainee, central office technician, CO conversion crew, district manager
m) Paraplegia	m) Toll assigner, station assigner, programmer, maintenance administrator, service representatives, general clerks
n) Parkinson's disease	n) Splice service technician
o) Birth defect (Thalidomide)	o) Operator
p) Cancer	p) Maintenance administrator, station assigner, general clerk
q) Diabetes	q) Assistant staff manager, engineers, clerks
r) Heart disease	r) Managers - line and staff
s) Mental illness	s) Clerk, manager
t) Little people	t) General clerk

(New England Telephone, 1987)

GOVERNOR'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
EMPLOYER EXPO

Contact Person

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Description of the Partners

A consortium of agencies and managers from business and industry was formed in 1987 to coordinate the first annual Employer Expo in the fall of 1987. The Expo was sponsored by The Governor's Committee on Employment of the Handicapped. The Employer Expo brochure describes the event in the following manner:

> The Employer Expo is a unique resource event combining government, private employers, and service agencies to educate Maryland employers of benefits of hiring individuals with disabilities. The Expo will provide the opportunity for employers to learn about and discuss issues relating to employees with disabilities.

Activities of the Partnership

The one day Employer Expo included the following activities:

1. The Expo Committee developed and implemented a 10 month work plan to ensure proper planning and success of the event. (See Exhibit 10 for the work plan.)

2. A half day of presentations was given by a variety of employers, state agencies, and community service providers. (See Exhibit 11 for Employer Expo '87 agenda.)

3. An exhibitors' show included 40 different employers, agencies and advocacy groups. Exhibitors included the following:

   a) Employers

   - Allied Bendix Aerospace
   - Baltimore Federal Financial
   - Baltimore Gas and Electric Co.
   - Friendly's Restaurant
   - IBM
   - Kurzweil Applied Intelligence
   - Martin Marietta
   - Sheraton Inner Harbor
   - Westinghouse

b) Agencies

- Association for Retarded Citizens-US and Baltimore Area Chapter
- Baltimore County Alliance
- Division of Vocational Rehabilitation
- Easter Seals
- Goodwill Industries
- Human Resource Development Institute
- Kennedy Institute
- National Federation of the Blind
- Social Security Administration

Outcomes and Benefits

The benefits of the Employer Expo included the following:

1. The '87 Employer Expo was a success and acknowledged by Maryland Governor William Donald Schaefer as a major public education event, educating employers on the benefits of hiring individuals with disabilities.

2. The Employer Expo '88 is planned for a fall evening and will include presentations, an exhibit show and an up-to-date resource directory of the participating agencies to be distributed to all participants. A tax-deductible $25 registration fee is being charged this year to cover expenses. The agencies have the option to display only their materials at no cost.

Exhibit 10

Employer Expo Work Plan

January

1. Mission statement consensus
2. Committee tasks/ responsibilities & makeup
3. Name expo
4. Site committee criteria & recommendations
5. Review planning chart

February

1. Request to foundations
2. Site selection confirmed
3. Program ideas endorsed
4. Revised planning chart distribution
5. Budget established costs,i.e., tickets, exhibits, meal
6. Petty cash system
7. Public relations marketing approach and strategy

March

1. Committee reports
2. Commitment on graphics/ printing
3. Invitation list reviewed
4. Press release
5. Exhibition advance request announcement and previous exhibitors
6. Site contact finalized with deposit

April

1. Committee reports
2. Program presentation
3. Prelim invitation design
4. Identify local public officials and endorsement

May

1. Committee reports program
2. Solidify with backup
3. Final invitation design approved
4. Identify local public officials endorsement

June

1. Committee reports
2. Invitation to printer
3. Order special equipment, i.e. audio/visual
4. Site: Decoration & direction

July

1. Committee reports
2. Invitation list completed

August

1. Committee reports invitations
2. Mailed Aug. 8 w/RSVP date
3. Confirmation letters to exhibitors
4. Program packets
5. PR/Press releases newspaper, radio, TV
6. Evaluation from design
7. Work assignment for expo
8. Initial try out

September

1. Committee reports
2. Final site review of layout
3. Plan refreshments
4. Public relations follow up
5. Press/VIP packets

Exhibit 11

Agenda

Governor William Donald Schaefer invites you to

Employer Expo '87
Sponsored by the Governor's Committee on Employment of the Handicapped

Wednesday, October 28, 1987
8:30 a.m. - 1:30 p.m.
War Memorial Building

Employer Expo '87 offers you and your company the opportunity to:

- Obtain information to save money through Targeted Job Tax Credit (TJTC) and On the Job Training (OJT) Programs.
- Discover streamlined resources to pre-screened qualified, potential employees.
- Talk with employers who have utilized the disabled work force.
- Discover new and innovative concepts for integrating disabled individuals into your work place.

Employer Expo '87 Program

8:30 a.m. - 1:30 p.m. Continuous registration
Films, Videos and Exhibits

9:00 a.m. - 10:00 a.m. and repeated noon to 1:00 p.m.

Presentations

I. The Value of Disabled Worker
   - Facts and Myths
   - Employers Perspective
   - One Person's Story

II. Insurance Issues
   - Workman's Compensation
   - Health Coverage

III. Programs
   - Targeted Job Tax Credit
   - On the Job Training
   - Supported Employment

IV. Resources
   - President's Committee on Employment of the Handicapped
   - Job Accommodations Network

V. Where do I go from here?

VI. Questions and Answers

Section V

Resources for Developing Successful Partnerships

RESOURCES FOR DEVELOPING SUCCESSFUL PARTNERSHIPS

Organizations

National Association for Industry-Education Cooperation assists with organization, school improvement and training of educators and industry volunteers at the local and state levels. For more information contact the NAIEC at 235 Hendricks Blvd., Buffalo, NY 14226, (716)834-7047.

Publications

Bradford, L. P. (1976). Making meetings work. La Jolla, CA: University Associates, Inc.

Emphasizing the cooperative approach to facilitating meetings, this book gives examples of common group problems and how to solve them. 121 pp.

For price and ordering information contact: University Associates, Inc., 7596 East Avenue, La Jolla, CA 92037.

Connelly, C. & Saxton, S. (1982). How to develop and use labor market information in local occupational program planning. Sacramento, CA: California Occupational Information Coordinating Committee.

Labor market information can be helpful to local agencies if used correctly. This text describes the creation of a checklist of use, list refinement, labor market assessment and program design. 71 pp.

For price and ordering information contact: COICC, c/o Dept. of Rehabilitation, 830 K Street Mall, Room 128, Sacramento, CA 95814.

Fadely, D. C. (1987). Job coaching in supported work programs. Menomonie, WI: Materials Development Center.

Written for vocational rehabilitation and school system personnel, this text describes the many roles and functions job coaches have in various employment settings. Effective techniques and usable forms are also included. 158 pp.

For price and ordering information contact: Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services, University of Wisconsin-Stout, Menomonie, WI 54751.

National Vocational Rehabilitation Job Development/Job Placement Institute. (1988). Job placement of persons with disabilities. Proceedings from Orientation to Job Placement and Job Development. Des Moines, IA: Author.

Materials used in the two-day workshop are presented in this three-ring binder with permission to photocopy. Color-coded pages refer to the following topics; marketing approach, marketing communications, selling process, employer objections, sales

pre-planner, employer contact self-evaluation, sample letters, unions, job readiness/job seeking skills, client placement plan, corporate agreement and an Iowa vocational rehabilitation placement manual.

For price and ordering information contact: National Vocational Rehabilitation Job Development/Job Placement Institute, Memorial Hall, Drake University, Des Moines, IA 50311.

Tindall, L., Gugerty, J., Getzel, E., Salin, J., Wacker, G. & Crowley, C. (1982). Vocational education models for linking agencies serving the handicapped. Madison, WI: Vocational Studies Center.

Chapters discuss establishing and maintaining a local linkage committee, developing local agreements, the role of the IEP and IWRP, cost considerations for local level linkages, inservice training to implement and sustain linkages, evaluation, and implementation of interagency agreements. 353 pp.

For price and ordering information contact: Vocational Studies Center, University of Wisconsin-Madison, 265 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706, (608)263-2929.

Wisconsin Vocational Technical and Adult Education System. (1983). Strengthening occupational program advisory committees. Madison, WI: Author.

Samples of effective forms, meeting agendas, and development seminars are included in this handbook. Developed as part of a conference series, the handbook describes in detail the advisory committee background and purpose and operation of the occupational advisory committee. 102 pp.

For price and ordering information contact: Wisconsin Board of Vocational Technical and Adult Education, 310 Price Place, P.O. Box 7874, Madison, WI 53707, (608)266-1207

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REPLICATING JOBS IN BUSINESS & INDUSTRY FOR PERSONS WITH DISABILITIES

JOB REPLICATION FORM

Purpose

The purpose of the Jobs Replication Form is to obtain information about jobs persons with disabilities perform in business and industry and in the public sector.

People with disabilities need role models that help raise their aspirations and expectations about jobs they can perform. Teachers, counselors, job placement personnel and employers also need exemplary employment models to use when working with people who are disabled. The information you supply will help us to create a catalog of job descriptions that provides these role models.

Instructions for Completing the Jobs Replication Form

The Jobs Replication Form is divided into three sections:

1. General Information about your business or industry.
2. Job Information about a particular job performed successfully by a particular employee who is disabled. Please select one specific disabled employee and describe that person's job.
3. Considerations that enabled this person to be hired initially and to succeed in this job.

PLEASE READ EACH QUESTION CAREFULLY

Complete each question by checking those items that best answer the question or by writing the information requested. You will need approximately 20 to 30 minutes to complete this form. Please feel free to photocopy the Jobs Replication Form if you wish to provide information about more than one employee with a disability.

REMINDER - PLEASE COMPLETE THIS FORM FOR ONLY ONE EMPLOYEE

Release of Information

Please sign the following release of information.

Permission is granted to include the information on this form in a catalog of jobs that will serve as role models for employing persons with disabilities.

_____ (Company)

_____ (Signature)

_____ (Date)

_____ (Title)

Please send your completed Jobs Replication Form in the business reply envelope to:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson Street
Madison, WI 53706

THANK YOU FOR YOUR HELP.

Section I

GENERAL INFORMATION

_____ (Company Name)

_____ (Address)

_____ (City, State, Zip)

_____ (Person who completed this form) (Title)

_____ (Person to contact for more information) (Title)

( ) _____ (Telephone Number)

1. Description of Company

Please describe your company (include main product or service). _____

_____

_____

2. Number of Employees

Total Company _____ This Site _____

3. Worker's Disability

_____

Section II

JOB INFORMATION

4. Title of Position Held by Employee Who is Disabled

_____

5. Work Schedule

Status: ___ Permanent ___ Seasonal ___ Temporary

Number of days per week _____

Total hours per day _____

Time of work _____ a.m. p.m. to _____ a.m. p.m.

Rotating shifts? ___ Yes ___ No

6. Standard Amount of Direct Supervision Provided

___ none
___ minimal
___ moderate
___ maximal

7. Employment History

Time with the company _____

Time in this position _____

8. Probationary Period ___ No ___ Yes

If yes, how long? _____

9. Wages

___ Hourly $ ____.____ per hour

___ Salaried $ _____ per month

10. Benefits

___ None
___ Paid vacation
___ Paid holidays
___ Paid sick days
___ Pension
___ Life Insurance
___ FICA
___ Worker's compensation
___ Unemployment compensation
___ Medical insurance
___ Dental insurance
___ Other (specify)

_____

11. Examinations Required

___ None
___ Physical
___ Hearing
___ Vision
___ Other (specify)

_____

12. Work Setting (e.g., farm, office, factory)

(specify) _____

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13. Academic Credentials Required

___ None
___ GED
___ High school diploma
___ Associate degree
___ Bachelor's degree
___ Master's degree
___ Doctorate

___ Certificate (specify) _____

___ License (specify) _____

___ Other (specify) _____

14. Other Job Requirements

___ None
___ Age (minimum/maximum) _____
___ Driver's license
___ Own vehicle
___ Uniform
___ Union membership
___ Polygraph
___ Bondable
___ On call
___ Dress code
___ Civil Service exam
___ Other (list) _____

15. Work Experience

___ None ___ Preferred ___ Required

Describe

_____

_____

16. Environmental Conditions Related to This Job

___ Hot
___ Cold
___ Humid
___ Dry
___ Wet
___ Dust
___ Dirt
___ Odors
___ Noise
___ Inadequate ventilation
___ Inadequate lighting
___ Vibration
___ Mechanical hazards
___ Moving objects
___ Cramped quarters
___ High places
___ Burns
___ Electrical hazards
___ Explosives
___ Radiant energy
___ Toxic conditions
___ None
___ Other (specify) _____

17. Special Conditions

___ None
___ High rate of production
___ Precision/quality
___ Distracting conditions
___ High level of stress (deadlines, etc.)
___ Other (specify) _____

_____

18. Work Group (check all that are appropriate)

___ Works alone
___ One-to-one
___ Small group (1 - 10)
___ Large group (11 or more)

19. Narrative Description of the Job
(please describe the job in your own words — include specific tasks)

_____

_____

_____

_____

_____

20. Physical Demands of This Job (estimate percentage for each category — answers to A, B, C, and D should total 100%)

A. SEDENTARY WORK (lift 10 lbs. max., limited walking or standing) _____% of time

B. LIGHT WORK (lift 20 lbs., carry 10 lbs. max., stands up to operate equipment, also walks) _____% of time

C. MEDIUM WORK (lift 50 lbs., carry 25 max., walks, stands continuously during some operations) _____% of time

D. HEAVY WORK (lift 100 lbs. max., carry up to 50 lbs.) _____% of time

21. Physical Activities Performed on This Job

___ Push
___ Pull
___ Reach
___ Run
___ Climb
___ Balance
___ Stoop
___ Kneel
___ Crouch
___ Crawl
___ Sit
___ Turn
___ See
___ Color vision
___ Depth perception
___ Hear
___ Sense of smell
___ Sense of taste
___ Sense of touch
___ Finger dexterity

___ Other (specify) _____

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22. Duties of This Worker (check if SIGNIFICANT part of the job)

A. Leadership/Administrative/Managerial Tasks

___ Provide leadership
___ Develop company policies
___ Implement company policies
___ Recruit, hire, and terminate personnel
___ Specify goals and work tasks of others
___ Supervise personnel
___ Represent the company at internal functions
___ Represent the company at external functions
___ Report to a board of directors

___ Other (specify) _____

B. Problem Solving/Reasoning Tasks

___ Determine own work activities
___ Recognize and use appropriate procedures
___ Conduct work activities in appropriate sequence
___ Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
___ Recognize the effects of changing quantity or quality of materials
___ Collect and organize information
___ Analyze and synthesize information
___ Identify alternative approaches/solutions
___ Review progress periodically
___ Evaluate for accuracy and completeness
___ Correct deficiencies
___ Summarize and draw conclusions
___ Devise new ideas and better work methods

___ Other (specify)_____

C. Communication Tasks

___ Listen
___ Follow intent of oral directions
___ Talk
___ Speak clearly
___ Use appropriate vocabulary and grammar
___ Stay on the topic in job-related conversations
___ Report accurately what others have said
___ Give clear oral instructions and directions
___ Explain activities and ideas clearly
___ Effectively present information to groups

___ Other (specify)_____

D. Writing Tasks

___ Copy accurately
___ Write legibly
___ Complete forms accurately (e.g., invoices, sales slips, requisitions)
___ Write sentences in standard English (e.g., spelling, word choice)
___ Organize, select, and relate ideas in writing (e.g., correspondence, messages, memos)
___ Produce intelligible written documents (e.g., research reports and summaries)
___ Identify and correct errors in writing

___ Other (specify)_____

E. Reading Tasks

___ Identify work-related symbols/signs
___ Read simple directions
___ Read technical information

___ Other (specify) _____

F. Computer Tasks

___ Enter data into computers
___ Access data from computers
___ Perform word processing
___ Write programs
___ Perform systems analysis

___ Other (specify)_____

G. Mathematical Tasks

___ Count
___ Understand order (e.g., first, second, last)
___ Understand concepts of greater than & less than
___ Handle basic calculations (+, -, x, /)
___ Estimate quantities needed to do a job
___ Calculate costs (e.g., interest, discounts, depreciation, prices, taxes)
___ Use numerical values from charts, diagrams, tables
___ Construct diagrams, charts, records using numerical calculations
___ Make and use measurements (standard, metric)
___ Use formulas (translating, substituting values)
___ Prepare budgets

___ Other (specify)_____

H. Manual/Perceptual Tasks

___ Eye-hand coordination
___ Hand work (e.g., sort, fold, pack)
___ Construct, fabricate or assemble materials
___ Use job-specific hand tools & equipment (specify)

_____

_____

___ Operate job-specific power tool(s) (specify)

_____

_____

___ Set up machine(s)

___ Operate machines(s) (specify)

_____

_____

___ Tend machine(s) (specify)

_____

___ Use keyboard skills

___ Develop visual presentations (e.g., charting, drawing, illustrating)

___ Other (specify)_____

I. Other Significant Duties or Job Features Not Covered in Items A through I (describe)

_____

_____

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Section III

CONSIDERATIONS FOR THIS HANDICAPPED WORKER

23. Limitation(s) of the Employee

A. Personal/Social Limitations

___ Low frustration tolerance
___ Acceptance of supervision
___ Interactions with coworkers
___ Other (specify)

_____

B. Limitations on Work Assignment

___ Cannot work alone
___ Cannot work in a group
___ Other (specify)

_____

C. Academic Limitations

___ Reading
___ Writing
___ Spelling
___ Mathematics
___ Other (specify)

_____

D. Communicative Limitations

___ Remembering
___ Hearing
___ Speaking
___ Following spoken directions
___ Following written directions
___ Other (specify)

_____

E. Physical Limitations

___ Vision
___ Feeling/sensory
___ Handling, fingering
___ Lifting, carrying
___ Pushing, pulling
___ Standing, walking
___ Kneeling, squatting
___ Limited stamina
___ Other (specify)

_____

F. Health Limitations

___ Chronic pain
___ Allergies
___ Respiratory problems
___ Circulatory problems
___ Other (specify)

_____

24. Personal Strengths

Please list the three strengths that are most important to this employee's success in this job.

_____

_____

_____

25. Financial Incentives

Did you receive any financial support for hiring this employee (e.g., targeted jobs tax credit, on-the-job training wage subsidy)? ___ No ___ Yes If yes, please describe.

_____

26. Training

A. What is the standard training period for this job? _____ hours _____ days _____ months

B. Was any special training required for this worker after hiring? ___ No ___ Yes

If yes, please describe. _____

Who provided this instruction?
(e.g., job coach, supervisor) _____ How often was/is this special training required? _____

Please describe any special training materials used. _____

_____

Does the company recognize completion of this special training? ___ No ___ Yes If yes, please indicate.

___ Grade ___ Certificate ___ Entered permanent employment ___ Wage increase Other _____

27. Job Accommodations Were any accommodations required to maintain this employee on this job? ___ No ___ Yes If yes, please describe below.

Type of Accommodation	Describe Problem	Describe Solution	Estimated Additional $ Cost &/o Staff Time
A. JOB PLACEMENT/FOLLOW-UP (e.g., Job Service, Vocational Rehabilitation)			
B. JOB COACHING (training and support provided by outside agency) . . .			
C. SUPERVISION (e.g., monitoring by a co-worker)			
D. JOB RESTRUCTURING (e.g., sharing jobs, job ladders)			
E. SCHEDULE (e.g., diabetic's frequent meal breaks, Flextime). . . .			
F. JOB TASKS (e.g., sales by phone for mobility impaired) . . .			
G. PERSONAL ASSISTANCE (e.g., health aide, interpreter)			
H. AIDS AND DEVICES (e.g., TTY, Braille typewriter, puff control). .			
I. EQUIPMENT (e.g., lowering bench, oversized knobs or handles).			
J. WORKSITE (e.g., rearranging work area).			
K. BUILDING (e.g., accessible bathroom, ramp).			
L. TRANSPORTATION (e.g., public, private, or family). . .			
M. COUNSELING (e.g., career, financial, or mental health). . . .			
N. OTHER (please specify)			

28. What other factors would help another employer replicate this job for someone with a similar disability?

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THANK YOU VERY MUCH FOR YOUR HELP

Appendix B

YOU CAN HELP US EXPAND JOB OPPORTUNITIES IN BUSINESS AND INDUSTRY FOR PERSONS WITH DISABILITIES

In Two Ways

1. Identify and submit information on a job held by a person with a disability by completing the Job Replication Form. See Appendix A page 221.

2. Identify employers of persons with disabilities by completing the form below.

FILL OUT AND MAIL YOUR JOB REPLICATION FORM AND EMPLOYER FORM TO:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson St.
Madison, WI 53706

or call (608) 263-3415 and give us the information by telephone

Employer Form

JOBS REPLICATING JOBS IN BUSINESS AND INDUSTRY FOR PERSONS WITH DISABILITIES.

Help us by supplying names of employers of persons with disabilities.

1. _____
COMPANY NAME ADDRESS CITY/STATE/ZIP

( )
_____
CONTACT PERSON TELEPHONE NUMBER TYPE OF JOB

2. _____
COMPANY NAME ADDRESS CITY/STATE/ZIP

( )
_____
CONTACT PERSON TELEPHONE NUMBER TYPE OF JOB

Your Name & Phone Number: _____ ( )

Your address, city, state, zip: _____

Related Vocational Studies Center Publications

NOW AVAILABLE

REPLICATING

IN BUSINESS AND INDUSTRY FOR PERSONS WITH DISABILITIES

P.S. PROFILES OF SUCCESS

Exemplary approaches to serving secondary special education students through the Carl D. Perkins Vocational Education Act.

Replicating

JOBS

In Business and Industry for Persons with Disabilities
Volumes One, Two, Three, Four and Five Now Available

Five manuals are now available to assist in the replication of jobs performed by persons with disabilities in business and industry. Each **200** page manual describes **70** nonstereotypical jobs currently performed by persons with disabilities. Jobs from all regions of the U.S. are included.

For each job, the employer is listed along with the address and telephone number of a person to contact for further information. Each manual describes jobs performed by persons with mental, learning, emotional, hearing, visual, and physical disabilities. Each job description contains information about the company, job requirements, job information, significant duties and special considerations for the handicapped employee.

The manuals are being developed and produced by Vocational Studies Center staff as part of a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. **$15.00 per manual, or Five Volume Set $65.00.**

MANUAL CONTENTS

- Volume One: 72 job descriptions and a 28 page section on *Sales Techniques for Job Placement*
- Volume Two: 70 job descriptions and a 39 page section on *The Vocational Transition Process*
- Volume Three: 75 job descriptions and a 20 page section on *The Employer Perspective*
- Volume Four: 75 job descriptions and a 20 page section on *Marketing Yourself: Strategies for Job Seekers*
- Volume Five: 60 job descriptions and a 55 page section on *Partnerships for Employment of Persons with Disabilities*

WHO CAN USE THE INFORMATION

- Special and Vocational Educators
- Job Placement Specialists
- Employers/Personnel Directors
- Vocational Rehabilitation Professionals
- Persons with a disability
- Individuals who work in special employment programs

USER COMMENTS

"**Placed a [person with a disability]** ... in a packaging company." Human Service Agency, MA

"Assisted me in **locating and developing ... job leads**." Workshop Placement Counselor, OR

"Used ... the books to ... **[approach counselors and] instructors** in tech-lab situations [for accommodations]." Post Secondary Special Needs Instructional Specialist, WI

"[Used as] one of the guides to **implement our new** [Job Training Program] **curriculum**." Secondary Teacher, TN

"Used for inservice training of regional job placement personnel." ARC-NET Midwest Regional Director, WI

"[The manual, with] planning guide, ... was ... **helpful in finding employment** for a 21 year old learning disabled [person]." Employment and Training Coordinator, NY

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P.S. PROFILES OF SUCCESS

Twelve Exemplary Approaches to Serving Secondary Special Education Students Through the Carl D. Perkins Vocational Education Act

The 12 profiles described in this 563 page publication were the top entrants in a four step national competition. From an initial group of 250 nominees, staff from 96 projects/ programs around the country completed the second step; providing VSC staff with detailed descriptions of their approaches. In the third step, a national panel of experts reviewed and rated all 96 entrants. In step four, VSC staff conducted two-day site visits to each of the top 12 entrants.

To order, check SNE402, "Profiles of Success, 12 Exemplary Approaches." $35.00.

Each project/program description in this handbook is organized according to the following outline:

- Location
- Contact Person
- Background Information
  - Objectives
  - Key features
  - Profile of Local Service Area
  - Staff Assigned to Project
  - Financial Data
- Meeting the Perkins Act Mandates that Apply to Special Education Students
  - Notification/Outreach
  - Assessment
  - Special Services
  - Guidance, Counseling, and Career Development
  - Counseling for Transition
  - Equal Access
  - Least Restrictive Environment
  - Special Education/Vocational Education Coordination
- Evidence of the Project's Effectiveness
  - Students' Performance While in School
  - Post School Status of Former Students
- Additional Information
  - Summaries of On Site VSC Staff
  - Observations and Interviews with:
    - Project/Program Staff
    - Students
    - Parents
    - Staff from Other Agencies in the Community
- Technical Assistance Available
  - Type
  - Cost
  - Contact for Further Information
- Exhibits
  - Forms
  - Interagency Agreements
  - Teacher/Student/Parent/Employer Training Agreements
  - Inservice Training Procedures
  - Other Information

P.S. PROFILES OF SUCCESS: Ten Creative Approaches

This publication describes the 10 projects/programs that were ranked 13-22 in the competition described above. Although the federal project required only the selection and description of the top 12 exemplary efforts, the creative approaches described in this publication merit dissemination also. In preparing these descriptions, VSC staff did not conduct site visits. Each description follows the format used to prepare descriptions of the top 12 exemplary approaches selected through this project.

To order, check SNE403, "Profiles of Success, 10 Creative Approaches." $18.00.

Both of the above publications were developed as part of Grant Number G008630038 from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The project was funded from 6/1/86 to 5/31/88. Persons undertaking projects sponsored by the federal government are encouraged to express their professional judgment freely. Therefore, points of view or opinions expressed in either of the above publications do not necessarily represent official Department of Education positions or policies.

2H7

ALSO AVAILABLE FROM VSC

Partnerships in Business and Education: Helping Handicapped Students Become a Part of the Job Training Partnership Act. This 700 page handbook contains descriptions of more than 100 successful JTPA programs. Information is presented on participation, considerations for proposal development, youth competency systems, and issues in pre-service preparation. Examples of competencies, requests for proposals, sample proposals, and interagency agreements are also included. *To order, check JTPA200. $36.00.*

Models for Linking Agencies. This handbook is designed to help special needs educators and others develop a collaborative approach to serving students who are disabled. Chapters discuss establishing and maintaining a local linkage committee, developing local agreements, the role of the IEP and IWRP, cost considerations for local level linkages, inservice training to implement and sustain linkages, evaluation, and implementation of interagency agreements. Also included are successful strategies and models for establishing and maintaining linkages. *To order, check SNE302. $27.00.*

Puzzled About Educating Special Needs Students? A Handbook on Modifying Vocational Curricula for Handicapped Students. This publication is an excellent guide to modifying secondary and postsecondary vocational education programs to serve individuals who are disabled more effectively. It is also a valuable resource for preservice and inservice teacher educators. Modifications in six different disability areas are covered in its 486 pages, as are interagency linkages, assessment, and models of service delivery. A user's guide is also included. *To order, check PAE300A. $39.00.*

ORDER FORM

Send authorized agency purchase order or check to
Vocational Studies Center
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, WI 53706
(608) 263-2929 (No phone orders)

Your Name _____

Institution _____

Address _____

City _____ **State** _____ **Zip** _____

Replicating Jobs, Volume One	JOBS300	X$15.00=	_____
Replicating Jobs, Volume Two	JOBS302	X$15.00=	_____
Replicating Jobs, Volume Three	JOBS303	X$15.00=	_____
Replicating Jobs, Volume Four	JOBS304	X$15.00=	_____
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